DOCUMENT RESUME

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ABSTRACT

The project's purpose was to develop a Grade 1-12 curriculum to assist students in dealing with knowledge, attitudes, and behaviors involved in the constructive control of aggression. Approximately 1,870 public and parochial students participated in piloting thecurriculum. Staff from the Lakewood City Schools and The Educational Research Council of America, together with outside consultants, worked cooperatively in developing a curriculum for two-level elementary, middle and high school. Control and experimental classes were established for piloting the curriculum according to a detailed evaluation plan. Students and teachers were pre- and post-tested with knowledge and attitude measures. Experimental students showed significant growth on knowledge tests with significant differences resulting on the attitude measures among students at the middle and high school levels, and positive trends evident at the elementary level. In addition, experimental teachers showed growth in causal thinking. Revised editions of the curriculum were developed on the basis of feedback from students, teachers, experts who critiqued the curriculum and data analysis. Reaction to the project on the local, statewide, and national level justifies further dissemination, with continued research on effectiveness, and ongoing revision. (Author)

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E.S.E.A. TITLE III

PROJECT TERMINATION REPORT

PROJECT FUNDED

JUNE 30, 1969 through JUNE 29, 1973

DEVELOPING CURRICULA FOR THE EDUCATION OF YOUTH IN MEETING MODERN PROBLEMS

THE CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

LAKEWOOD PUBLIC SCHOOLS

1470 WARREN ROAD

LAKEWOOD, OHIO 44107

ROBERT C. CAWRSE, SUPERINTENDENT

CG 008 518

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PART I

ESEA TITLE III

BASIC DATA FORM 2

SUBMIT IN TRIPLICATE

OHIO DEPARTMENT OF EDUCATION

ESEA TITLE III
781 Northwest Boulevard
Columbus, Ohio 43212

BASIC DATA FORM 2

Due Date: August 1 or ninety (90) days following grant termination, whichever occurs first

SECTION A – GENERAL INFORMATION

PROJECT TITLE: "Developing Curricula for the Education of Youth in Meeting Modern Problems - The Constructive Control of Aggressive Behavior"		PROJECT NUMBER: 45-69-024-4
Applicant Agency: Lakewood Board of Education	Address (complete): 1470 Warren Road, Lakewood, Ohio 44107 County: Cuyahoga	
Name of Project Director: Dr. Theodore A. Buerger	Address (complete): 1470 Warren Road, Lakewood, Ohio 44107	Telephone Number: 579-4201 Area Code: 216
Superintendent: Dr. Robert C. Cawrse	Address (complete): 1470 Warren Rd., Lakewood, Ohio 44107	Telephone Number: 579-4092 Area Code: 216
Signature of Superintendent: Robert C Cawrse	Date: June 29, 1973	

SECTION B – SCHOOL POPULATION AND PARTICIPATION DATA

Enrollment Data on or Near the Previous October 1		Number of Children: Pre-Kinder-Garten	Kinder-Garten	Grades 1-6	Grades 7-12	Adults	Staff Receiving Inservice Training	Total
1. Total Enrollment of School District(s) Served by Title III Project	Public	8,750	8,800	51,900	53,700			123,150
	Nonpublic				2,057			2,057
2. Total Enrollment of Schools Served by Title III Project	Public	1,290	1,317	8,900	8,650			20,157
	Nonpublic				2,057			2,057
3. Persons Directly Participating in the Title III Project	Public				400		18	418
	Nonpublic				90		4	94

4. Direct and Indirect Participation of Students, Teachers and Counselors

Type of School	Direct Participation: Teachers: Elementary	Teachers: Secondary	Counselors: Elementary	Counselors: Secondary	Indirect Participation: Teachers: Elementary	Teachers: Secondary	Counselors: Elementary	Counselors: Secondary	Students: Elementary	Students: Secondary
Public	780	50	30	12	600	75	11	12		
Nonpublic	90	12	6	4	40	5	7	4		

SECTION C – ETHNIC, TARGET POPULATION, AND RURAL/URBAN PARTICIPATION

1. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY ETHNIC GROUPS	Negro American	Indian American	Oriental American	Spanish surnamed American (Mexican, Puerto Rican, Cuban descent)	Caucasian	Other
Number of Participants	100	5	5	15	387	
Percent of Participants	20%	1%	1%	3%	75%	

2. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY TARGET POPULATION	Migrants	Disadvantaged	Handicapped	Early Childhood Education	Other–Specify	
Number of Participants		15				

3. PARTICIPANTS REPORTED IN B-3, PREKINDERGARTEN THROUGH ADULT BY RURAL/URBAN DISTRIBUTION	Rural		Standard Metropolitan Area		Other Urban	
	Farm	Nonfarm	Low Socioeconomic Area	Other	Low Socioeconomic Area	Other
Percent of Total Number Served	6%	4%	6%	10%		74%

SECTION D – PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

Type of Paid Personnel	Project Staff Paid with Title III Funds				Project Staff Not Paid with Title III Funds and Volunteers			
	Full Time	Part Time		Full Time Equivalent	Full Time	Part Time		Full Time Equivalent
		Half or greater	Less than half			Half or greater	Less than half	
1. Administration/Supervision		1	4	.90				
Teachers								
a. prekindergarten								
b. kindergarten								
c. grades 1-6								
d. grades 7-12 (Writers involved								
e. other in H.S. Revision)		3	3	2.8				
3. Subject matter specialists (Artists, scientists, etc. other than regular teachers)								
4. Technicians (audiovisual, etc.)								
Pupil personnel workers (Guidance, counseling, testing, attendance and school social work)								
Health services personnel (Medical, dental, psychiatric)								
7. Researchers and evaluators			3	.35				
Planners and developers								
Disseminators (writers, public relation personnel, etc.)			3	.60				
10. Other professionals								
Paraprofessionals (education aides, etc.)								
12. Other nonprofessionals (clerical, pupil transportation food services, etc.)	1		1	1.3				

SECTION E—PERSONNEL SERVED BY TITLE III PROJECT AND ESTIMATED COST

MAJOR PROGRAMS OR SERVICES	Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic school pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	T esti c
	Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12				
A. Direct educative services (Teaching and aiding teaching)								
1. Basic skills								
a. Remedial								
1) English language arts (except reading)								
2) Reading								
3) Cultural								
4) Social sciences/social studies								
5) Natural science and mathematics								
6) Other – specify								
b. Nonremedial (regular) & enrichment								
1) English language arts (except reading)								
2) Reading								
3) Cultural								
(a) Foreign languages (classical & modern)								
(b) Arts (music, theater, etc.)								
4) Social sciences/ social studies								
5) Natural sciences and mathematics							(Received stipe or substitute t	
6) Other – specify				490	90		22	
B. Special education								
1. Handicapped	Experimental classes in "The New Model Me," the high							
2. Gifted	school curriculum.							
C. Supporting services								
1. General administration	Includes cost of slides tapes, mileage,							
a. Information dissemination	lodging, postage, staff time, etc.							$12
b. Other Secretarial	Services							8
2. Instructional administration								
a. School wide direction and management								

BD 2-3 *Column is not applicable, since the end product of this project was cur

...ITEM III PROJECT AND ESTIMATED CO...

...IMPLETED ONLY PROJECT HAS TERMINATED *

Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic school pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	Total estimated cost	Indicate per cent of each program or service that is being continued without Federal Funds
Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12					

SECTION E – PERSONS SERVED BY TITLE III PROJECT AND ESTIMATED COST (Continued)

MAJOR PROGRAMS OR SERVICES	Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic School pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	Tot estim co
	Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12				
b. System wide direction and management								
c. Instructional supervision								
3. Program development								
a. Research & development	Salaries: 3-1/2 time or greater, 3-less than 1/2 time							$39,
b. Planning	Salaries: 1-1/2 time or greater, 4-less than 1/2 time							18,
c. Evaluation	Salaries: 3 evaluators, 1/3 time equivalent							7,
d. Demonstration	Consultants, Fixed Charges, Supplies, etc.							13,
4. Personnel development								
5. School library resources and other instructional material (except equipment)								
a. Audiovisual materials								
b. Books, periodicals and other printed materials (except textbooks)								
6. School library, audiovisual & other media personnel								
7. Pupil services								
a. Guidance and counseling								
b. Testing								
c. School psychological services								
d. Attendance & school social work								
e. Health services								
f. Pupil transportation								
8. Capital outlay								
a. Sites and buildings								
b. Equipment								
1) Audiovisual								
2) Other instructional equipment								
3) Noninstructional equipment								
D. Improving classroom instruction: flexible scheduling, individual instruction, etc.	(Production Expenses - Est.) Prototype & 1st Revised Editions of High School Curriculum							8,5
E. Community service or participation								

*Column is not applicable, since the end product of this project was curricular materials.

TITLE III PROJECT AND ESTIMATED COST (Continued)

Number of pupils by grade level (public and nonpublic schools)				Number of nonpublic School pupils	Number of adults (exclude staff receiving training and project staff members)	Number of staff who received inservice training	Total estimated cost	COMPLETE ONLY IF PROJECT HAS TERMINATED * Indicate per cent of each program or service that is being continued without Federal Funds
Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12					
laries: 3-1/2 time or greater, 3-less than 1/2 time							$39,000	
laries: 1-1/2 time or greater, 4-less than 1/2 time							18,800	
laries: 3 evaluators, 1/3 time equivalent							7,500	
onsultants, Fixed Charges, Supplies, etc.							13,000	
							300	

SECTION F - REPLICATION AND INTEREST

According to your best information, list

1. School districts which have replicated to some degree components of the ESEA Title III project reported on this form.

NAME	LOCATION
Willingboro Middle School	Willingboro, New Jersey
Bay Middle School	Bay Village, Ohio
Fremont Junior High School	Fremont, Ohio
Groveport-Madison Junior High	Groveport, Ohio
Crestview Junior High	

(Additional schools appear on attached list)

2. the number of school districts which have visited the ESEA Title III project reported on this form.

   a. Ohio 15

   b. Other states 1

3. the number of requests (correspondence or telephone) received for information and/or materials relating to the ESEA Title III project reported on this form Approximately 1,000.

1. School districts which have replicated to some degree components of the ESEA Title III project reported on this form. (Continuation list)

NAME	LOCATION
Versailles Junior High	Versailles, Ohio
Kettering Junior High	Kettering, Ohio
Marietta Junior High	Marietta, Ohio
Glenwood Junior High	Findlay, Ohio
Laurence Junior High	Trenton, New Jersey
Jefferson Union	Dale City, California
St. James	Lakewood, Ohio
Olmsted Middle School	Olmsted Falls, Ohio
Berea Junior High	Berea, Ohio
Buckeye Local	Ashtabula, Ohio
Grandview Hts. Junior High	Grandview Hts., Ohio
Brookville Middle School	Brookville, Ohio
Barrington Schools	Barrington, New Jersey
Northmont Local	Englewood, Ohio
Jackson Township	Jackson, New Jersey
Delran Schools	Delran, New Jersey
Middletown City Schools	Middletown, Ohio
Bowling Green City Schools	Bowling Green, Ohio
Orinda Schools	Orinda, California
Greenville County Schools	Greer, South Carolina
Lake Greenwood Project	Ninety Six, South Carolina

1. School districts which have replicated to some degree components of the ESEA Title III project reported on this form. (Continuation list)

NAME	LOCATION
Industrial School	Ogden, Utah
Va. Commonwealth University Project	Richmond, Virginia
Glenview Community Church	Glenview, Illinois
First Congregational Church	Battle Creek, Mich.
Prince George District	Prince George, British Columbia
Springfield Local	Akron, Ohio
Southeastern Elementary School	Bellefontaine, Ohio
Bratenahl Local	Bratenahl, Ohio
Chillicothe City Schools	Chillicothe, Ohio
Cincinnati City Schools	Cincinnati, Ohio
Columbus City Schools	Columbus, Ohio
Hamilton City Schools	Hamilton, Ohio
Indian Lake Schools	Indian Lake, Ohio
Middleburg Hgts. Junior High	Middleburg Hgts., Ohio
Tri Village District	New Madison, Ohio
Perry Local Schools	Perry, Ohio
Piqua Schools	Piqua, Ohio
Revere District	Bath, Ohio
Richfield Schools	Richfield, Ohio
Northwestern Local	Springfield, Ohio
Beavercreek Local	Xenia, Ohio
Pettisville Local	Pettisville, Ohio

1. School districts which have replicated to some degree components of the ESEA Title III project reported on this form. (Continuation list)

NAME	LOCATION
Canton Local	Canton, Ohio
New Philadelphia Schools	New Philadelphia, Ohio
Fairfield Schools	Fairfield, Ohio
North Bergen Schools	North Bergen, New Jersey
Mt. Vernon City Schools	Mt. Vernon, Ohio
United States Defense Command	Richmond, Va.

PART II

NARRATIVE SECTION

SECTION A

SUMMARY

DEVELOPING CURRICULA FOR THE EDUCATION OF YOUTH IN MEETING MODERN PROBLEMS - THE CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

June 30, 1969 - June 29, 1973

The project's purpose was to develop a first through twelfth grade curriculum for all students to assist them in dealing with knowledge, attitudes, and behavior involved in the constructive control of aggressive behavior. A basic goal of the curriculum was to help students apply their knowledge in constructively resolving problems and frustrations.

Approximately 1,870 public and parochial students in grades one through twelve participated in the testing of the curriculum. Students were enrolled in schools in Lakewood, adjacent areas, and Toledo.

The curriculum was developed cooperatively by staff from the Lakewood Public Schools and The Educational Research Council of America. Staff members worked at direction, coordination, a variety of phases of development, evaluation, editing, layout and design, and dissemination.

A two-level elementary curriculum, a middle school-junior high school curriculum, and a high school curriculum were developed by the project. Developmental activities centered in the project office at the Lakewood Board of Education Building.

The development process was arduous and intricate. A "writing team" approach was used to develop materials for initial tryout in the classroom. Members of the team then rewrote the materials and developed a prototype edition of the curriculum. A detailed evaluation plan was followed as the prototype edition was piloted in classrooms.

Classroom evaluation of the curriculum was a very significant phase of project activities. Control and experimental classrooms were established and both students and teachers were pre- and post-tested. Orientation and in-service meetings were held with experimental teachers.

Evaluation results at all levels were quite positive. Standardized instruments and tests developed by the staff were used to measure curriculum effectiveness. Experimental students showed significant growth on knowledge tests. Significant differences in attitude measures resulted at the middle school and high school levels, and positive trends were evident at the elementary level.

Experimental teachers showed significant growth in causal thinking at the elementary and high school levels.

Consultants with expertise in a wide variety of areas provided valuable input to the prototype and revised editions of the curriculum. The page by page revision of the prototype into a revised edition reflect considerable feedback from students and teachers, evaluation data, and experts who critiqued the curriculum.

Dissemination of information about the curriculum was done through letters, phone calls, brochures, articles in newspapers and journals, project presentations, and in-service workshops. The curriculum was well received locally, statewide, and nationally by educators at all levels.

The success of this four year project justifies the recommendations that dissemination of information about the curriculum continue indefinitely, that arrangements be made to coninue making the curriculum available to schools, that further research be done on its long term effectiveness, and that revision be considered within two or three years.

SECTION B

CONTEXT DESCRIPTION

The Locale

Lakewood, Ohio is a white suburban, bedroom community of about 73,000, immediately adjacent to Cleveland on the west. The population is remaining relatively stable, since no land is available within the city for building, and it is bordered on one side by Lake Erie, and on the remaining sides by other municipalities.

Once regarded as a wealthy suburb, Lakewood is now considered a middle-income community. Socio-economic level of the community would range from top and middle level management status to a variety of types of employment in service related and blue collar jobs.

A number of other districts, both public and parochial, cooperated in the piloting of the curricular materials developed. These districts included students from urban, inner-city, urban-fringe, suburban, and rural settings. Students involved in the piloting came from a broad range of socio-economic levels.

The School System

The Lakewood Public Schools have approximately 11,000 enrolled in grades K-12. The District is organized on a 5-3-4 plan which includes ten elementary schools, three middle schools, and one senior high school. Each elementary school and middle school is under the direction of a principal who is responsible to the district superintendent. The 3700 student high school is divided into three houses, each of which has a house principal. Each house principal is responsible to the high school principal who in turn is responsible to the district superintendent. Per pupil expenditure for 1971-72 was $933.29.

Needs Assessment

The 107th General Assembly of the State of Ohio in its regular 1967-68 session recognized that in the area of health and family living the foremost problems of youth were: (1) difficulties in sexual adjustment, (2) alcohol, tobacco, and drug abuse, and (3) use of violence. It subsequently adopted House Resolution #78 which urged the inclusion in school curriculum of "health and family living education from Kindergarten through High School."

In mid-1968, Dr. Martin Essex, Superintendent of the Ohio Department of Education, requested the Educational Research Council of America (ERCA), Cleveland, Ohio, to make a study of the curricular needs of Ohio Schools as they related to the social problems pinpointed by the legislature. The results of the survey (Family Life Education Survey) indicated that only a few school systems in Ohio offer systematic instruction related to aggressive conflict. Students appeared to receive little help from schools in handling conflict-producing situations and almost no attention seemed to be given to helping students develop basic philosophic approaches which are needed to make constructive decisions.

Historical Background

"Developing Curricula for the Education of Youth in Meeting Modern Problems - The Constructive Control of Aggressive Behavior," began functioning as an ESEA Title III Project in June, 1969.

The Lakewood Schools had become aware that Title III funds were likely to be available for development of curriculum to fill the void shown in the Family Life Education Survey. An initial grant for 1969-70 was applied for and received. Development was begun on a first through twelfth grade curriculum dealing with aggressive behavior. Three subsequent annual grants were applied for and obtained to complete development of the curriculum.

Curriculum of this nature did not exist in the district prior to the inception of the project and no developmental work had been done before that time.

The theoretical approach in the curriculum is based on the causal approach to human behavior. Dr. Ralph H. Ojemann had pioneeered in this approach at The State University of Iowa and has further developed it at The Educational Research Council of America.

The causal approach considers the interaction of motivating forces or needs, resources, and the immediate physical setting as producing a behavior. Short- and long-term consequences and alternative ways of responding are other significant features of the theory.

Throughout the four years of the project, consultants from The Educational Research Council of America worked with Lakewood staff members developing, testing, and revising the materials.

SECTION C

PROGRAM EXPLANATION

"Developing Curricula for the Education of Youth in Meeting Modern Problems - The Constructive Control of Aggressive Behavior" was a four year ESEA Title III Project to develop curricular materials. It will not be necessary for school systems to replicate the developmental process, since a product was the end result of the project activities. However, information contained in this section of the termination report will provide significant background on the developmental process as well as the product itself.

Scope of the Program

The purpose of the project was to develop curricula for all students in grades one through twelve. Curricula developed was to deal with the knowledge, attitudes, and behavior involved in the constructive control of aggressive behavior. The materials were intended to assist students in understanding human motivations, the nature of frustrations, alternative responses to situations, and the nature of aggressive behavior. A basic goal of the curricula was to help students develop greater awareness and assist them to apply their knowledge in resolving problems and frustrations.

Approximately 1,870 students participated in pilot classes in which the curriculum was being taught. 1,595 of these students were enrolled in public schools and 275 were enrolled in parochial schools. Students ranged in age from six through eighteen. Participants included 750 students in grades one through six, 520 students in grades seven and eight, and 600 students in grades nine through twelve. Students came from Lakewood public and parochial schools, public and parochial schools in surrounding areas, and public schools in the Toledo area.

Personnel

Lakewood Schools Project Staff

Project Director - The director of the project devoted from five to ten percent of his time to overseeing project activities. He saw that deadlines were met, worked cooperatively with state level Title III officials, and provided on-going guidance and direction during the four years.

Project Coordinator/Writer - This was a full-time position for the final three years of the project after having been a half-time assignment the first year. Duties included coordination of all phases of the development process. This entailed writing continuation applications, developing budgets, planning meetings with consultants and teachers, establishing test sites, seeing that deadlines were established and met, maintaining liaison with the state department of education, the Educational Research Council of America, and the project evaluator, developing dissemination materials, participating in dissemination activities, responding to inquiries about the curriculum, and contributing to the writing phase of the project.

Project Writers - In most instances project writers devoted full time to project activities. During the third year of the project, two half-time writers were employed to develop high school curriculum. The writer's primary function was to develop objectives and curricular materials for classroom tryout. Following classroom usage, they rewrote the materials on the basis of student and teacher response and statistical evaluation. The writers were also involved in researching the literature in the field, meeting with outside consultants, disseminating information about the project, working with test site teachers, and a wide variety of other activities.

Lakewood staff who worked on curriculum development were selected on the basis of their background and experience working with children. Their potential as individuals capable of creating innovative curriculum through a group process was also a significant factor in their selection.

The size of the Lakewood staff varied over the four-year period from the equivalent of two full-time persons the first year to the equivalent of four and one half full-time persons the third year.

A full-time secretary was employed by the Lakewood staff during the final three years of the project. She worked half-time the first year, but clerical duties became such that her services were needed on a full-time basis.

An outside evaluator was employed during the final two years of the project. She held a Ph.D and was the Director of Research at the Cleveland Guidance Center.

A project designer from Ernst and Ernst was employed during the final year. He was responsible for the layout of the revised edition of the high school student book and designed the final project brochure.

Educational Research Council of America Staff

Throughout the four years of the project, staff from the Child-Educational Psychology and Preventative Psychiatry Department of the Educational Research Council of America, worked closely with the Lakewood staff as consultants and writers.

Director of Curricula for Youth Projects - The director devoted approximately ten percent of his time to the project. He provided guidance in the curriculum approach, critiqued materials developed, maintained contacts with state officials, and added ongoing support to the development effort.

Project Coordinator/Writer - Over the four years an individual devoted approximately fifty percent time to coordination and writing. He was responsible for maintaining a close relationship with the Lakewood staff and assigning council staff various duties in the development process. Further responsibilities included ongoing contacts at the state level, maintaining liaison with other departments at the council, training of Lakewood staff members, disseminating project information, contacting outside consultants, responding to inquiries about the curriculum, and contributing to the writing process.

Project Consultants/Writers - Either one or two individuals worked half time in this capacity each year of the project. They provided needed research materials, contributed to the development of objectives, participated in the writing of curriculum, worked with test site teachers, and assisted in a variety of other project functions.

Project Editor - All of the materials developed passed through the hands of an editor. She checked all copies for clarity and errors of any type.

Project Designer - A council employee from the art department designed the layout for the elementary and middle school-junior high student books. He also assisted in the development of the initial project brochure.

Project Evaluator - An individual devoted a small percentage of time each of the final three years of the project to evaluation of the curriculum. Contracting with the outside evaluator previously mentioned made it unnecessary to utilize a large amount of council personnel time for evaluation.

Staff from the council were chosen on the basis of their expertise in various areas and on their potential for contributing to a project of this type. The number of council consultants and amount of time devoted to the project remained relatively consistent during the four years.

Procedure

Organizational Details

The project was funded for a four year period -- June 30, 1969, through June 29, 1973. This report gives a general overview of the four years and specific details of activities during the fourth year.

The developmental activities took place primarily in an office at the Lakewood Board of Education building. During the first two years staff worked in one large room. This arrangement was not too satisfactory and was remedied when remodeling of the room provided four separate offices in which to work.

Developmental work also took place three summers in offices at the Educational Research Council of America. For six weeks each summer, Lakwood staff and council staff worked together at the council developing new materials and revising existing units.

Council staff came to Lakewood on a regular basis during the school year to work on curriculum development and also worked on the project in their offices. From time to time Lakewood staff met with council staff in the council facilities during the school year.

The piloting of the curriculum took place in classrooms in Lakewood, neighboring school systems, and Toledo. Special facilities in a school were not necessitated for testing the curriculum. Pilot classes were held in traditional classrooms and open space settings.

Lakewood and council staff worked closely throughout the four years and were constantly checking and reviewing the program. Weekly, monthly, and annual schedules were established, and progress reports were regularly made to officials at the state level. The major strategy change was a fourth year for the project when it was deemed impossible to write, test, and re-write the high school curriculum in one year's time.

Periodic meetings were held with Title III officials from Columbus. At these meetings major decisions were made on such topics as copyrights, deadlines, budgets, printing quantities, and dissemination activities.

Numerous in-service meetings were held with test site teachers. Individuals piloting the materials in their classrooms met with staff for a day prior to teaching the curriculum. The day was devoted to overviewing the curriculum, discussing the approach, and getting the teachers actively involved in exercises simulating student activities.

Meetings with teachers also took place while they were teaching the curriculum. These meetings provided support and assistance to the teachers and served as a source of feedback for revision. In most cases the meetings took place outside of regular school time. If they were during school time, the project paid for the cost of substitute teachers.

Control classes were established to parallel each experimental class. However, the only meetings held with control teachers were to explain the testing procedures.

Activities

As stated previously, a first through twelfth grade curriculum was the end product of this project. This section of the report deals briefly with activities involved in testing the curriculum in classrooms. The section that follows will go into a more detailed account of the development of the curricular materials.

Classroom testing of the materials was a crucial feature of the development process. Much of the revision of the materials was based on the reaction obtained from students and teachers who had experienced the curriculum.

Experimental and control classrooms were established at all levels. Students and teachers in both types of classrooms were pre- and post-tested to provide a basis for comparison. The basic difference in the two groups was that the control teachers and students received no exposure to the curriculum.

Following the initial in-service meetings, experimental teachers used the prototype editions of the curriculum as part of their instructional program for the day. Usually they taught the curriculum for thirty to forty minutes a day for a specified number of consecutive days. In some cases the curriculum was taught every other day or every other week. The time of day the materials were taught varied widely. Teachers avoided teaching the curriculum one day a week for an extended period of time due to loss of continuity and because of student attention span.

Generally the curriculum was taught in classroom groups that had been established prior to introduction of the project materials. Teacher-pupil ratios varied from one to fifteen students through one to thirty students. In most cases test classes were standard classroom size. Other than in group counseling settings, no special sized groups were established.

The wide variety of activities and teaching approaches in the curriculum served as the basic tool for motivating students. Experiences that lead to active involvement of students are suggested throughout all levels of the curriculum. These activities proved to be quite adequate in maintaining student interest. Supplementary audio-visual items suggested in the teacher manuals provided another source for motivating students.

Instructional Equipment and Materials

Development of the curriculum proved to be arduous as well as exciting and challenging. It was anticipated that a first through 12th grade program would be developed over a three-year period. However, early in the project it became evident that a fourth year would be needed due to the intricate and time consuming process involved.

The Lakewood writing staff spent considerable time orienting itself to the causal approach to behavior when the project began in June, 1969. The Educational Research Council of America (ERC) provided causal background and experiences which proved invaluable to the development process. Over the four-year development period as changes occurred in the Lakewood staff it was necessary to provide new staff members with orientation and background in the causal approach.

For the most part, the development of all three levels of the curriculum--elementary, middle school-junior high and high school--followed essentially the same pattern.

During the first year of developing each of the three curriculum levels the Lakewood staff and personnel from ERC began by outlining desired goals and determining the order in which units were to be written. This same procedure was adhered to when writing specific educational objectives for each unit. Goals, units, and objectives were altered somewhat as the development process continued, but most remained basically unchanged.

The intent at each of the three curriculum levels was to develop an experiential model curriculum which would suggest a multitude of teaching techniques from which classroom instructors could tailor individual approaches to the curriculum.

The staff determined that a "writing team" approach would be best in curriculum development with individual members responsible for writing specific sections which the entire staff could critique as a whole. The team approach has certain drawbacks--individual sensitivities and individual creative talents vary and communication between personalities can become quite complicated. In addition, the development process moves more slowly than if the writing were done by one or two individuals. However, the end result is that the overall product contains ideas, theories, concepts and activities that one or two writers

could not possibly have included. The "team approach" to developing curriculum is one of the more significant strengths of the materials.

During the first year of developing curriculum, outside consultants provided valuable input. Project staff reviewed available literature in areas pertaining to the curriculum and made an additonal--but futile--search for other similar curriculum materials.

Ultimately, the staff decided it was essential to meet with outside consultants to gain additional background. These consultants had expertise in such areas as human behavior, vandalism, aggression, curriculum development, social work, law enforcement and community service. Their contributions are reflected throughout the curriculum. And, whenever possible, their expertise was shared with the Lakewood School System.

Many of the student activities developed the first year were tried in selected classrooms. This provided invaluable student and teacher feedback in the development of prototype editions of all three curricula.

The second year at each level, the prototype editions were tested, evaluated and revised. At the conclusion of the second year a revised edition was published and made available to other school systems.

Test sites for piloting the prototype edition were established in the spring of the first year of development at all three levels. In establishing test sites, a school person at the upper administrative level was contacted. The project was explained, citing what was needed from the test site and the benefits accruing to the site. In order to test the materials in a variety of settings, school systems were chosen on a basis of their similarities and differences to the Lakewood Schools.

Once the system agreed to serve as a test center, teachers were selected to work in the project on an experimental or control basis. Prior to the use of curriculum in a classroom, orientation sessions were scheduled to familiarize teachers with the causal approach as well as with the curriculum materials themselves. In addition, a series of ongoing in-service and feedback sessions were held as the materials were being used, thus providing additional student-teacher input to the curriculum.

Evaluation is a significant aspect of curriculum development and to this end a close working relationship was maintained with the project evaluator. Objective evaluation proved difficult in that there were few standardized instruments available to test a curriculum of this nature. The evaluator and the staff selected a number of appropriate standardized measures and developed a variety of tests to objectively evaluate the curriculum. In addition, subjective evaluation forms for teachers and students were developed.

The evaluator processed and analyzed the pre-and post-test data from teacher and student testing with the intent of providing curricula which would help both teachers and students grow.

The evolvement of the curriculum from prototype to a revised edition involved a number of additional steps. Considerable time was spent re-writing the prototype and working with consultants and appropriate local personnel to critique the prototype edition. These critiques, the evaluation results, and feedback from students and experimental teachers formed the basis of the page-by-page development of a prototype edition into a revised edition now available to schools.

Considerable time and effort were spent in typing final copy, editing and proofreading it, as well as doing layouts, art work, photography and making printing preparations. Deadlines--although difficult to meet--were an integral part of the development process in each of the above steps.

The staff maintained close contact with the ESEA Title III office in Columbus during the development of curriculum at all levels. This contact included providing them with ongoing progress reports, writing continuation applications, creating and maintaining a budget, and a wide variety of similar liaison activities.

The development process involved a number of individuals from each of the three agencies involved in the project--The Lakewood Public Schools, The Educational Research Council of America, and The ESEA Title III Office of The Ohio Department of Education. Maintaining lines of communication amongst the three agencies was difficult at times. However, due to the cooperative efforts of individuals from each of the agencies, the original curriculum development goals of the project were met.

In addition to a first through twelfth grade curriculum, the project developed two fifteen-minute tapes on vandalism to be used with the middle school-junior high curriculum. One tape is parents and the other is students discussing the topic with a moderator. The tapes, edited from two hours of conversation, are available as supplementary items.

A booklet entitled "Frustration Is" was also developed for use with the middle school-junior high curriculum. The series of cartoons was intended to be a discussion starter and to encourage students to do their own frustration illustrations. The booklet also is available as a supplementary teaching tool with the curriculum.

The project purchased audio-visual equipment including a 16mm film projector, an 8 mm loop projector, a filmstrip projector, a three-speed record player, a reel type tape recorder, and a casette tape recorder. This equipment was used primarily in the project office to preview audio-visual materials that were being considered as appropriate to include as suggested supplemental materials to the curriculum. The equipment was also used extensively in dissemination activities.

Hundredsof commercially produced films, filmstrips, film loops, records, and tapes were previewed by project staff. A thorough search was made for those items that would be most appropriate and complementary to the curriculum. Some excellent audio-visual items are available and information is included in the teacher manuals concerning ordering the items. Three minute film loops, many of them animated, were found to be particularly effective with the curriculum.

Most schools probably own additional films and filmstrips on human behavior that would be very effective for use with the curriculum. None of the audio-visual items were deemed absolutely essential to the success of the curriculum, but utilization of them does enhance its effectiveness.

Obviously, in the testing of the curriculum, none of the audio-visual items were used with control classes.

Curriculum developed by the project is listed below and is available for purchase from:

Order Department
Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Grades 1-3	Teacher Manual	"Dealing with Causes of Behavior"
Grades 4-5	Teacher Manual	"Dealing with Causes of Behavior"
Grades 4-5	Student Book	"Dealing with Causes of Behavior"
Middle School	Teacher Manual	"Dealing with Aggressive Behavior"
Junior High	Student Book	"Dealing with Aggressive Behavior"
High School	Teacher Manual	"The New Model Me"
High School	Student Book	"The New Model Me"

Budget

Sources of funds for the development of the curriculum were as follows:

Total federal support under ESEA Title III	$388,500
Total federal support other than under ESEA Title III	-0-
Total nonfederal support	30,000 (est.)
Total project cost	418,500
Total evaluation cost	17,000

Annual grants of federal support for the project under ESEA Title III were:

Grant I	1969-70	$72,866
Grant II	1970-71	84,799
Grant III	1971-72	126,498
Grant IV	1972-73	104,337 (Est. expenditure)

The nonfederal support for the project is a rough estimate of the contribution made by the local agency. This would include services performed by professional and non-professional personnel for which they were not paid by federal funds, furnished office space, use of equipment owned by local education agency, utilities, and a variety of other items.

Most costs incurred in the project were for development of curriculum. Slightly over $2,000 was spent for remodeling of local education agency office facilities and approximately $2,000 was expended for rental of office space during three summers at the council. Other than that, federal monies expended went directly into some phase of the development process.

The itemized list below gives approximate figures relating to the expenditure of $388,500 provided as federal support for the project under ESEA Title III.

*Personnel	$305,000
Fixed Charges	27,000
Materials and Supplies	11,000
Other Services	11,000
Travel and per diem	9,000
Contracted services	7,500
Equipment	4,000
Remodeling	2,000
Rental of summer office space	2,000
Miscellaneous	10,000

*Includes expenditure for personnel from Lakewood Public Schools and Educational Research Council of America for administration, coordination, development, evaluation, dissemination, and secretarial duties.

More detailed information on the project budget can be obtained from The Lakewood Board of Education, 1470 Warren Road, Lakewood, Ohio 44107.

Replication of the project developmental activities by another school system is highly unlikely. It is more likely that schools would utilize the product developed by the project, so per pupil costs were figured on that basis.

Per pupil costs for copies of the curriculum was figured assuming that elementary and middle school-junior high materials would be used for more than one year with each student. The cost per pupil in grades one through five is estimated at $.39 for the first year and about $.16 per pupil for continuation. At the middle school-junior high level the cost per pupil for the first year would be $.35 and about $.34 per pupil for continuation.

When this report was written, no prices were established for the high school curriculum. Quite likely the per pupil cost will be somewhat higher, since the high school pupil books are lengthier and probably would be used by a student for only one year.

It is important to understand that the per pupil cost cited represents expenditures for only the teacher manuals and student books. Additonal costs to a school system could include the recommended in-service training and some of the audio-visual materials suggested in the teacher manuals. An additional expenditure of $500 at each level would provide systems with an adequate library of films, filmstrips, film loops, and records to supplement the program.

Per pupil cost of this program compares very favorably with normal per pupil costs of other programs. The cost of the teacher manuals and student books are minimal due to the development having been financed by federal funds. Per pupil costs for copies of the curriculum would be particularly favorable if the student books were used as a non-expendable item.

Cooperative Efforts

During the four years of the project many outside agencies cooperated with the project staff. In some cases the contacts were ongoing, while in others one meeting was held with agency representatives.

Agencies provided information for the development process, assisted in implementation, and aided the dissemination effort. The relationships established made the agency more aware of the project's intent and in some cases assisted the agency in its program.

The agencies listed cooperated with the project staff during this past year:

The Educational Research Council of America
Drug Education Division of The State Department of Education
The Lakewood Mental Health Clinic
The Cleveland Public Library
The Lakewood Public Library
The Fairview Park Public Library
School of Library Science, Kent State University
Department of Theoretical Foundations, Cleveland State University
Cleveland Child Guidance Center
Center for Humanistic Education, University of Massachusetts
Center for Teaching about Peace and War, Wayne State University
Department of Guidance and Counseling, Michigan State University
Family Life Education Program, Toledo Public Schools

Three staff members from the Educational Research Council of America worked closely with the Lakewood Staff throughout the year. They participated in development and revision of the high school curriculum, project presentations, training of project teachers, feedback meetings with teachers, statewide workshops on the elementary curriculum and securing consultants.

Cooperative endeavors have continued with The Lakewood Mental Health Clinic. Orientation meetings were held with the clinic staff and they served as on-call consultants in the Lakewood elementary schools.

Project staff worked throughout the year at statewide in-service workshops with staff from The Drug Education Division of The State Department of Education. This cooperative venture was quie significant in the dissemination process.

The other organizations listed provided input, helped in piloting curriculum, and assisted in disseminating information about the project.

Local education agencies listed below were served by the project in that curricular materials developed were furnished for and taught in the school indicated.

Lakewood
- Lakewood High School
- Emerson Middle School
- Harding Middle School
- Franklin Elementary School
- Garfield Elementary School
- Grant Elementary School
- Harrison Elementary School
- Hayes Elementary School
- Lincoln Elementary School
- Madison Elementary School
- McKinley Elementary School
- Roosevelt Elementary School
- Taft Elementary School

Toledo
- DeVilbiss High School
- Libbey High School
- Spencer Sharples High School
- Start High School

Anthony Wayne (Lucas Co.)
- Anthony Wayne High School

Brooklyn
- Brooklyn High School

Cleveland Diocese (Lakewood)
- St. Edward High School

Cleveland Diocese (Rocky River)
- Magnificat High School

East Cleveland
- Shaw High School

Midview (Lorain Co.)
- Midview High School

Ohio Youth Commission
- Cuyahoga Hills Boys' School

Princeton (Cincinnati)
- Princeton High School

Springfield (Lucas Co.)
- Springfield High School

Washington (Lucas Co.)
- Whitmer High School

SECTION D

EVALUATION OF ACTIVITIES AND OUTCOMES

Educators and laymen have become increasingly concerned with the accountability and evaluation of educational undertakings. A recent study has shown that only a small percentage of curricular materials has undergone any testing and revision prior to classroom implementation. The curricula developed by this project has been extensively evaluated and revised.

Evaluation of project activities has been an extremely significant phase of project effort during the four years. Initial objectives were developed with long range outcomes and developmental objectives were written for each continuation year.

The foremost objective of this four-year project was to prepare curricular materials appropriate for all students to deal with the knowledge, attitudes, and behavior involved in the constructive control of aggressive behavior. Materials developed were intended to assist students in understanding human motivations, the nature of frustrations, alternative responses to situations, and the nature of aggressive behavior. The curriculum developed by the project was to help students develop a greater awareness and assist them to apply their knowledge in resolving problems and frustrations.

Revised editions of the first through twelfth grade curriculum that are available to school systems provide evidence of the attainment of this overall project objective.

Evaluations of the Curriculum

Complete reports of evaluation at the elementary and middle school-junior high levels were submitted in earlier continuation applications. However, the summary and conclusions of evaluative efforts at those levels are included in this document as Appendix A and Appendix B.

Curriculum evaluation efforts this past year were concentrated at the high school level. The complete high school evaluation report done by Dr. Sandra McPherson, Director of Research at The Cleveland Guidance Center, appears as Appendix C.

Project Activities - Expectations and Results

Favorable levels of attainment were anticipated in the project activities engaged in during this past year. In most cases the level of attainment for the activity was met. However, in a number of cases, the results of the activity exceeded what had been anticipated, and in some cases the hoped for results were not attained.

It was anticipated that the results of the pre- and post-testing of students experiencing the high school curriculum would show positive trends. Growth in understanding the causal approach was expected, but there was some question about this occurring in the attitude tests administered. Analysis of the data indicates statistical significance in both these categories in the Toledo and Cleveland study.

Consultants who critiqued the high school prototype reacted much more positively than had been anticipated. Their feeling was that it was relevent, much needed, and a significant contribution to a critical educational area.

There was some concern about having a number of test sites over 100 miles from Lakewood. It was felt that it would be difficult to coordinate the piloting, get materials back and forth, and generally maintain contact. Thanks to the cooperation of the staff of The Family Life Program of the Toledo schools, this arrangement worked much better than was anticipated.

The elementary curriculum was implemented in all ten Lakewood schools this past fall. The positive manner in which it was received by teachers, administrators, students, and parents exceeded our expectations. Buildings which had not been involved in the piloting seem as enthusiastic about the curriculum as those who had used the curriculum in previous years. Parents seem pleased that their children were having the opportunity to be involved with the curriculum and asked about having parent sessions discussing the theory so they could employ it. Children appeared to be enjoying the activities and indicated how the curriculum was helping them resolve daily problems.

Positive response to the statewide and individual school workshops related to the curriculum was expected. However, participant evaluation of these workshops indicated that teachers and administrators felt there was a vital need for the curricular materials and that they were keenly enthusiastic about implementing the program. Requests for individual workshops, project presentations, and project visitations were anticipated as a result of the statewide workshops. However, the large amount of staff time that was devoted to this activity, as pointed out in Section E - "Dissemination," was not expected.

More reviews of the curriculum appeared in journals and magazines than in previous years. Project staff had planned to develop some dissemination items, but educational organizations and school systems where presentations and workshops were held added much in the area of published materials about the project. These items are also discussed in Section E - "Dissemination."

Last year some project audio-visual items were loaned to other schools and agencies. This year the project staff responded to considerably more requests of this nature. Films, filmstrips, film loops, transparencies, tapes, and slides were loaned to numerous elementary and secondary schools, colleges, and parent groups.

An activity not anticipated this past year was the February 1st and 2nd visitation of the Validation Team from the United States Office of Education. Much time and effort went into preparing for the visit. The staff was pleased to have the project score the maximum attainable 100 points. The summary statement in the team's report read as follows:

COMPLIANCE WITH CRITERIA AND CONCLUSIONS AND RECOMMENDATIONS

A. Innovativeness

The most important innovative outcome of this project is a curriculum, with related materials, for helping pupils from first grade through high school understand and deal with the causal factors in human behavior. It rates especially high on exportability.

The basis of the rating is that these materials and activities are founded upon the basic needs of all human beings whether young or old. Further, they can be adopted for use elsewhere at relatively small cost in either dollars or staff time and effort. Thus, it is reasonable to conclude that they will be effective in other similar settings.

B. Conclusions and Recommendations by Team

The validation team recommends that the Project be validated and that a special effort be made at all levels, local, state, and national to make the curriculum materials, along with specific objectives for the training of teachers concerning their use, available to other school systems with similar educational goals.

The results of the validation were forwarded to the United States Office of Education for further screening. Unfortunately they did not see fit to select the project to be represented at the Education Fair nor to provide additional funds for additional exposure.

Evaluation results from the piloting of the high school curriculum in the Special Study did not meet expectations. School setting, student turnover, attendance problems, and other variables contributed to not attaining the desired results.

It was hoped that more staff time this past year could be spent in classroom observation at all levels, with emphasis at the high school level. High school classroom visits were made, but as happened in previous years, other project activities took priority over the hoped for visitation time.

Impact of ESEA Title III Project

The Lakewood Public Schools has a Curriculum Advisory Council composed of administrators, teachers, laymen, and students. Its function is to serve as a forum through which staff members, parents, students, and other interested citizens may offer ideas and suggestions for improvement of curriculum in the Lakewood Schools.

On May 8, 1972, the Curriculum Advisory Council made the following recommendation to the Lakewood Board of Education:

> DEVELOP A K-12 PROGRAM OF PERSON AND GROUP RESPONSIBILITY
>
> Helping youth to become active and participating members of a democratic society requires the development of a sense of responsibility to themselves and to others within society. A sequential development of a new curriculum to teach personal and group responsibility in and of itself or as an integral part of the existing social studies or humanities curriculum should be initiated.
>
> The Curriculum Advisory Council recommends that:
>
> 1. The behavioral sciences and humanities should be emphasized at all levels to aid in student self-discovery and social responsibility.
>
> 2. A causal approach in education be developed.
>
> 3. A continuing program focusing on family life be a salient feature of the program and that

4. The Title III, ESEA program, "Constructive Control of Aggressive Behavior," be incorporated in any program developed.

At a regularly scheduled board of education meeting on September 11, 1972, the superintendent recommended to the board of education that the Personal and Group Responsibility Course of Study, which incorporated the curricular materials developed by this project, become an adopted part of the Lakewood School Curriculum. The board of education voted unanimous approval of his recommendation.

Thus, the Lakewood Board of Education has adopted the materials developed by the project as part of the ongoing curriculum of The Lakewood Public Schools. They will absorb the cost of maintaining the curriculum in the system.

Comparative costs of development and continuing its use in the system are quite contrasting. While the development process funded by Title III involved an expenditure of nearly $400,000.00, the cost of maintaining it in the program of the Lakewood Schools is relatively small. Additional student books will need to be purchased annually, but the only extra teacher manuals needed at the elementary and middle school level will be for teachers using the program for the first time.

The project has been almost entirely developmental in scope, with a first through twelfth grade curriculum being the end product of the development process. Consequently, with the phasing-in of the curriculum, any objectives relating to development will, for the most part, become obsolete.

The usual local efforts will be made to update and supplement these materials that are now a part of the ongoing curriculum. Teachers will be encouraged to become more knowledgeable about human behavior and the various approaches suggested in the materials. In-service in these areas will be offered as time and economic circumstances permit.

SECTION E

DISSEMINATION

Disseminating information about materials developed by ESEA Title III projects is vital, since making others aware of project goals and achievements is the only way in which a project can make any impact on education. Justification for expenditure of federal funds to develop innovative programs is also accomplished through dissemination.

A prime objective of this project throughout the four years has been to keep laymen and educators informed on the progress in development of the various levels of the curriculum. As the materials were being developed the first two years, the most significant dissemination was done at the local level. During the final two years, much attention was given to informing others at both the state and national level.

Dissemination techniques employed included articles in journals and newspapers, brochures, the use of slide-tapes and transparencies, letters to parents, letters responding to inquiries, phone calls, workshops, and presentations to the board of education, conferences, PTA groups, school staffs, mental health agencies, etc. The project staff was responsible for initiating most of this dissemination. However, a number of articles were developed and published by others, and many of the presentations and workshops were done on request.

Although most of the presentations during the four years were in Ohio, project staff traveled to New Jersey, Michigan, and Ontario, Canada to explain the program.

Dissemination Objectives

Substantially more time, energy, and finances were expended this past year for dissemination than in any previous year. This can be attributed to the more finished stages of development of the curriculum.

Dissemination activities engaged in during the fourth grant year were related to three objectives. The first one dealt with the topic of dissemination per se, and the other two were concerned with workshops, a significant dissemination tool this past year. These objectives are listed and a detailed description of how they were attained follows.

The objectives for this past grant period relating specifically to dissemination read:

> That wide scale implementation of the curriculum at all levels be encouraged and that information be disseminated about the content and availability of the curriculum through
>
> (a) staff presentations about the curriculum to educators and laymen
> (b) development of articles for journals and newspapers at appropriate times
> (c) prompt response to inquiries of any sort pertaining to the curriculum.

A description of the dissemination activity and the extent of involvement follows each stated sub-topic.

(a) staff presentations about the project to educators and laymen

Some type of audio-visual materials was always used in a project presentation. On occasion a slide-tape was utilized that gave the history and purpose of the project. Transparencies of the goals and purposes of the curriculum and the unit titles of the level being stressed were always used. Generally 35mm slides of classroom activities were shown. The oral presentation included background on the causal approach to behavior, theories on aggression and children, and comments on units in the curriculum.

Emphasis in presentations this past year centered on the elementary curriculum. However, all levels of the curriculum were usually mentioned in a presentation geared to one level.

The multi-media approach in these presentations was consistently well received by audiences. Numerous written and oral comments led staff to believe that this technique was well worth the extra effort it might have entailed. Audiences felt that the audio-visual approach added clarity, variety, and a professional touch to the presentation.

Listed below are presentations of this sort made by the project staff this past year.

Date	Location	Background of Audience	Size of Audience
10-10-72	Cincinnati	School Administrators	70
10-12-72	Columbus	School Administrators	140
10-17-72	Cleveland	School Administrators	135
11-11-72	Wapakoneta	EMR Teachers & Psychologists	50

11-16-72	Dayton	Participants in Pre-Convention Conference on Health Education	80
12-12-72	Cleveland	Staff and Board Members of Child Guidance Center of Greater Cleveland	25
1-29-73	Chillicothe	Administrators and Teachers at In-Service Day	175 (Two Presentations)
2-1-73	Lakewood	USOE Validation Team and Lakewood Administrative Staff	20
2-7-73	East Liverpool	Entire Staff of East Liverpool Public Schools	240
2-12-73	Lakewood	Laymen and Educators Attending Board of Education Meeting	40
4-16-73	Ashland	Administrators and Teachers at NCOEA Meeting	60
4-26-73	Mt. Vernon	Entire Elementary Staff of Mt. Vernon Public Schools	100
11-14-72 to 5-3-73	Lakewood	PTA Boards in Each Lakewood Elementary School	200 (10 Presentations)
5-2-73	Lake Hope	Statewide Health Education Conference	100
5-12-73	Kent	Participants in Library Media Workshop	60

Sample agendas for presentations appear in Appendix D.

Requests for visits to the project were followed through in seven instances. Visitors to the project this year were from Cincinnati, Groveport, Logan County, Willoughby-Eastlake, Mt. Vernon, Solon, and Painesville.

The number of visitors in the groups varied from three to as many as fifteen. Generally a brief presentation was made to the visitors prior to a classroom visitation. Following the school visit, the group met back at the project office for any final questions and comments.

Over 1500 people heard project presentations this past year. This type of dissemination was effective in several respects. It provided incentive for administrators to send teachers to three-day workshops. Presentations resulted in school systems requesting a workshop which was a further step towards implementation. Word of mouth dissemination resulted from an individual hearing a presentation. Local presentations provided a solid basis of support for the curriculum now being used in the Lakewood schools.

(b) Development of articles for journals and newspapers at appropriate times

Throughout the year a variety of publications included items pertaining to the curriculum. In most cases the article was developed outside the project office. The item resulted in further inquiry about the curriculum in nearly every instance.

Publications that included items and a brief comment on the item follows:

"PNAC Notes" - Mentioned the project's purpose and the curriculum developed.

"ESEA Title III - Described the project in two sections of the catalogue Curriculum Materials"

"Behavior Today" - Weekly newsletter with international distribution included description of the elementary curriculum. The item drew nearly 200 letters from schools, hospitals, clinics, and governmental agencies.

"NJEA Review" - The journal of the New Jersey Education Association cited the curriculum in its' 'Curriculum Frontiers' section.

"Lakewood Post" - Included articles on the state-wide workshops and a student project that resulted from use of the curriculum

"Lima News" - Story about a workshop for EMR teachers and psychologists

"Mt. Vernon News" - Announcement of a project presentation and a lengthier follow-up story about the presentation

"Columbus Dispatch" - Item relating to a workshop in Groveport

"Teaching Exceptional Children" - The Winter, 1973, issue of the journal of The Council for Exceptional Children devoted its 'Teacher's Theater' page to discussing the curriculum and the film loops suggested in it.

"Peace Education in the Primary Grades" - A publication of the Center for Teaching about Peace and War, Wayne State University, quoted activities from the curriculum.

"Lakewood Voter" - Bulletin of League of Women Voters included information about the curriculum in an article on mental health

"Lakewood Public Schools" - Information items on the project appeared in six issues of the staff newsletter

Ohio Education Assn. Monograph - An illustrated booklet written by project staff, and devoted solely to the project's history, and the curriculum developed. It will receive wide distribution within Ohio and in other states.

"ERC Reports" - Devoted a page to a description of the curriculum available. Background information on the project has been forwarded to "Learning - The Magazine for Creative Teaching," NSPR - "Education Today," and CMC Clearinghouse. Quite likely the project will be discussed by all or most of these organizations in forthcoming publications. Copies of several of the dissemination articles appear in Appendix E.

(c) Prompt response to inquiries of any sort pertaining to the curriculum

Over 400 inquiries about the curriculum were received by the Lakewood staff during the year. Interest was shown by individuals from nearly every state and several foreign countries. People asked about cost of the materials, approach of the curriculum, workshops, project visitations, evaluation of the program, and a variety of other areas. A concentrated effort was made to respond within a few days to any inquiry.

In many cases a form letter was appropriate for replying to an inquiry. However, in a number of instances a special letter was necessary due to unique questions. A copy of the form letter of reply appears as Appendix F.

An explanation of the curriculum project was sent to parents of each Lakewood student involved in testing the high school curriculum. A copy of the letter sent to 120 parents appears as Appendix G.

Workshop Objectives

The first objective relating to workshops read as follows: That staff from the Lakewood Schools and the Educational Research Council of America participate in State Department of Education sponsored regional training workshops to inform school systems of the philosophy and content of the elementary curriculum.

Staff participation in the three-day workshops was an extremely significant phase of the dissemination effort. The seven workshops sponsored by the state department of education were designed to acquaint elementary teachers with the curriculum. Lakewood elementary teachers as well as project staff employees served on the staff of the workshops held in Columbus, Dayton, Cincinnati, Cleveland, Athens, Findlay, and Kent. Project employees and teachers also helped staff a similar week-long workshop for county supervisors held during the summer in Columbus.

The agendas for these workshops included an overview of the curriculum, background on the causal approach, a teacher panel, alternative teaching techniques, and much involvement for participants in activities simulating experiences in the curriculum. A copy of the agenda for the three-day workshop appears as Appendix H.

Over 600 individuals participated in these workshops, and their evaluation of the experience was extremely positive. They responded to the question - "To what extent was this workshop worth your time?" as follows:

Very Worthwhile	-	75%
Worthwhile	-	24%
Not Very Worthwhile	-	1%
A Waste of Time	-	%

Most of the participants felt that the involvement in activities was the most important and valuable portion of the workshop. Time after time the evaluations mentioned this technique as most significant. They seemed to feel that through involvement such as this, they obtained something concrete and worthwhile to take back to the classroom. A copy of the Workshop Evaluation Form appears as Appendix I.

Several requests for workshops with individual school systems were a direct outgrowth of the week-long and three-day workshops. Throughout the year the project staff planned and carried out several additional in-service workshops.

Date	Location	Participants	Length	Number of Participants
8-30-72	Lakewood	Middle School Teachers	1½ hours	5
9-1-72	Lakewood	Three Elem. Staffs	Full day	35
9-13-72 to 10-4-72	Lakewood	Seven Elem. Staffs	Two one-hour sessions	150
9-18-72	Lakewood	Middle School Teachers	2 hours	3
9-20-72	Lakewood	Staff of Mental Health Clinic	2 hours	20
10-13-72	Lakewood	Elementary and Secondary Teachers at In-Service Day Program	2 hours Two sessions	25 (Two groups
10-24-72	St. James Lakewood	Entire Staff	2 hours	25
11-6-72	Parma	Supervisors and Principals	3 hours	30
1-29-73	Mansfield	Title I Staff	3 hours	21
2-9-73	Columbus	Entire Staff of 5th and 9th Ave. Elem. Schools	Full day	20
2-19-73	Wooster	Entire Elementary Staff	Full day Two sessions	120 (Two groups
3-9-73	Reynoldsburg	Elementary and Secondary Teachers	3 hours	70
3-28-73	Cleveland	Jr. Hi Students at Urban Community School	2 hours	80
4-9,10-73	Groveport	Jr. Hi Teachers	Full day	40 (Two groups)
6-25-73	Columbus	OSU Workshop on "Changing Era of Mental Health"	2 hours	30

The in-service workshops generally included a curriculum overview, information on the causal approach, research in aggression, and involvement in activities. In several instances a film or filmloop was used to introduce an activity. A basic purpose of the sessions was to assist teachers and administrators in becoming familiar and comfortable with the curricular materials.

Letters and verbal comments about these sessions were quite positive. The people arranging for them seemed pleased at how they were organized, the ideas that were presented, the pace of events, and again, with the amount of active involvement of the participants. Samples of workshop agendas appear as Appendix J.

An orientation workshop was held in Lakewood and in Toledo for teachers conducting experimental classes with the high school curriculum. Background in the causal approach, an overview of the curriculum, and involvement in activities from the curriculum were included in the day-long workshop. Test site teachers felt that the day was quite worthwhile and that it provided a good basis for teaching the curriculum.

The second objective relating to workshops read:
That specific training needs for teachers using the curriculum be recommended on the basis of experiences in the regional training workshops.

Valuable background was gained through experiences in the regional workshops and the workshops done on request. A wide variety of activities and approaches was utilized during the year. An indication of the reaction of workshop participants is evident in the following statements from their evaluation sheets.

"Really great, practical, stimulating."

"Would like to have other teachers attend a one or two day conference of this type."

"Exceptional workshop that got down to the nitty gritty."

"Next stop - come into our schools with in-service workshops."

"The conference did a great job because information in itself is meaningless - knowing how to assimilate this information is what's needed and I think the group leaders and staff did a great job."

"We are going to try the ideas presented."

"Of particular help were the participation activities."

"Overall, I learned more than I thought I could in three days. Your program is very good and I only hope I can get some of your ideas over to others in my building."

"Have never received so much overall knowledge of an experience nature - and morale boost as was received in these three days."

"Very good - I'm inspired to get the program going in our school."

"You've motivated me to work the curriculum in our school schedule."

"I feel excited to try it."

"Very helpful to me to go back home and conduct in-service workshops."

"A very good three days. I'm very eager to get involved with the program."

It would appear that the type of workshop run during the past year met a variety of needs for both the participants and workshop staff. The workshops provided participants with an overview of the curriculum, simulated experiences with the materials, and gave teachers some practical teaching techniques to take home. Response indicates that the staff's desire to acquaint participants with the program to help them feel comfortable with it, and to encourage implementation of the materials was fulfilled.

Several schools did their own in-service as an outgrowth of the workshops. Teachers and administrators who had attended a workshop formed the nucleus of the staff for a local workshop. The Mt. Vernon and Chillicothe systems are outstanding examples of this procedure.

Recommendations for local in-service training have been developed on the basis of this past year's experiences. The format of the training needs recommendations includes:

(1) Identifying the need for training teachers who will be implementing the curriculum

(2) Familiarizing teachers with units in the curriculum

(3) Discussing the theoretical approach of the curriculum

(4) Dealing with the role of the teacher with affective curriculum

(5) Suggesting workshop activities related to the curriculum

(6) Adapting a suggested two-day in-service agenda to local needs

The text of the recommendations that satisfy the objective relating to training for teachers appears as Appendix K.

A new project brochure was developed this past year, although it was not a specific project objective for the year. The entire supply of 4,000 original brochures had been disseminated, and it was felt that a supply of up to date brochures would be desirable to use for future dissemination.

The new brochure discusses all levels of the curriculum as being available in a First Revised Edition. No prices are listed in it since the cost of the high school curriculum had not been determined when the brochure was developed. Prices can be supplied to individuals who inquire through insertion of a price list in each brochure sent to them. A copy of the brochure appears as Appendix L.

Approximately $12,000 was expended for dissemination this past year. This amount includes cost of staff time, mileage, per diem, slides, transparencies, and other necessary items.

It is estimated that $19,000 was spent for dissemination during the four years of the project's existence.

SECTION F

RECOMMENDATIONS

The curriculum developed by this project has a sound theoretical basis. It was tested with many students in a wide variety of school settings and then completely rewritten. Evaluation of the curriculum showed significant growth on the part of students and teachers. A National Validation Team from The United States Office of Education ratedthe curriculum very highly and recommended that every effort be made to disseminate it nationally. Educators on the local, state, and national level have received the curriculum enthusiastically. Experts who reviewed the curriculum reacted very positively to it.

On the basis of these specific points and the total termination document, the authors of this report recommend that:

(1) Copies of the high school curriculum be made available to every school system in Ohio and to every state department of education in the country;

(2) Consideration be given to developing statewide workshops to orient educators to the high school curriculum;

(3) A continuing effort be made to disseminate information about all levels of the curriculum to educators throughout the country by

(a) providing an in-service team that would present information on the curriculum to interested schools and work with school systems desirous of implementing the curriculum,

(b) sending copies of the project brochure to every elementary school, junior high school, and high school in Ohio and to major metropolitan school systems throughout the country, and

(c) publishing "Inservice Suggestions for Teachers Using Curriculum Dealing with The Constructive Control of Aggressive Behavior" (Appendix K of this report) so that it could be sent to schools interested in implementing the curriculum;

(4) The three agencies involved in development of the curriculum (The Lakewood City Public Schools, The State of Ohio Department of Education, and The Educational Research Council of America) make specific arrangements to ensure the continuing availability of the curricular materials to schools;

(5) Further research be done within the next five years to determine the long range effects of utilization of the curriculum; and

(6) Revision of the curriculum be considered within two or three years in order for it to maintain its relevance.

SECTION G

ERIC RESUME'

DEVELOPING CURRICULA FOR THE EDUCATION OF YOUTH IN MEETING MODERN PROBLEMS - THE CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

Lakewood, Ohio City Schools
June 30, 1969 - June 29, 1973

The project's purpose was to develop a first through twelfth grade curriculum to assist all students in dealing with knowledge, attitudes, and behavior involved in the constructive control of aggressive behavior.

Approximately 1,870 public and parochial students within and outside Lakewood participated in piloting the curriculum.

Staff from the Lakewood City Schools and The Educational Research Council of America worked cooperatively in developing a two-level elementary, a middle school-junior high, and a high school curriculum. A "writing team" approach was used to develop the prototype and revised editions. Numerous outside consultants assisted the team.

Control and experimental classes were established for piloting the curriculum according to a detailed evaluation plan. Students and teachers were pre and post tested with knowledge and attitude measures.

Experimental students showed significant growth on knowledge tests. Significant differences on the attitude measures resulted with students at the middle school and high school levels, and positive trends were shown at the elementary level. Experimental teachers also showed growth in causal thinking.

The revised editions were developed on the basis of feedback from students, teachers, experts who critiqued the curriculum, and statistical analysis.

Reaction to the project on a local, statewide, and national level justifies further dissemination, more research on effectiveness, and revision in subsequent years.

APPENDIX ITEMS

Appendix A - Elementary Evaluation Summary

Appendix B - Middle School-Junior High Evaluation Summary

Appendix C - High School Evaluation Report

Appendix D - Sample Agendas for Presentations

Appendix E - Copies of Dissemination Articles

Appendix F - Form Letter Replying to Inquiries

Appendix G - Explanatory Letter to Parents

Appendix H - Agenda for Three-Day Workshops

Appendix I - Workshop Evaluation Form

Appendix J - Workshop Agenda

Appendix K - Inservice Suggestions for Teachers Using the Curriculum

Appendix L - Project Brochure

APPENDIX A

ELEMENTARY EVALUATION SUMMARY

ELEMENTARY CURRICULUM
EVALUATION SUMMARY AND CONCLUSIONS

In the field of education, there is continuing interest in the development of new teaching techniques and curricula to help young people direct their energies toward constructive goals. It is anticipated that through instruction, participation, and comprehension, students can develop richer resources for their own self direction so that benefits accrue to the total community. The Lakewood Public Schools ESEA Title III Project Staff, the Educational Research Council of America, and the State of Ohio Department of Education have been engaged in developing curricula to help students better understand their own behavior and the behavior of others with the hope that increased understanding of human behavior will result in more constructive responses from students.

During the 1971-72 year, the Title III Project Staff worked on the first revision of the two-level curriculum, Dealing With Causes of Behavior. The evaluative results of the elementary curriculum are summarized in the following pages. This section includes a restatement of objectives, methods and procedures employed, a summary of results, and conclusions drawn.

Restatement of Objectives: The following goals were specifically stated at the outset of the program.

Objective 1: To develop a prototype edition of the primary and intermediate units through the incorporation of the recommendations of teachers and consultants in the revision of the initial drafts.

Objective II: To cause the project teachers in selected schools, within and outside of Lakewood, to have an understanding and appreciation for curricular materials designed to educate students in dealing with human aggression.

Sub-objectives:

1. To orient project teachers to the curriculum.
2. To result in teacher facilitation of constructive student classroom behavior.
3. To help teachers understand the principle of dealing with behavior in a causal fashion.
4. To increase the use of a causal approach by teachers.
5. To encourage the use of curricular materials as a basis for an instructional program dealing with aggressive behavior.
6. To encourage the use of innovative procedures suggested in the curricular materials.

Objective III: To develop in students an understanding of an appreciation for the causal approach to personal problems and aggression producing situations.

Objective IV: To result in fewer indicators of maladaptive behavior patterns and non-constructive aggression in participating students.

Objective V: To incorporate feedback from students, teachers, principals, and consultants and test data in the first revised edition of the elementary curricular materials.

Methods and Procedures

The Lakewood Public Schools, St. James Parochial School, East Cleveland Public Schools, Lorain County Schools, and Cuyahoga Heights Schools were identified to help in testing and evaluating the elementary curriculum. These systems were chosen to gain a cross-section of school, community, and racial characteristics in order to determine the effectiveness of curriculum materials in varied settings. The population from which the sample was selected represents urban,

suburban, and rural areas. Per pupil expenditures in school systems ranged from $650 per pupil to $1,482 per pupil. Distribution of racial characteristics in communities ranged from all white to 58.6 percent black.

Samples: Teachers and classroom units were selected on the basis of principal recommendation. The teachers were considered to be of above average ability to work with children. The Experimental Teachers were then matched with Control Teachers on the variables of sex, marital status, years of experience , and grade level taught. The total teacher group included 38 primary teachers, grades one through three, and 18 intermediate teachers, grades four and five. There was a total of 444 students in the intermediate experimental and control samples, and 105 students in the primary experimental and control samples.

Evaluation Design: A number of instruments were used to measure the project objectives. The techniques included the Minnesota Teacher Attitude Inventory, the Behavior Knowledge Test, two scales from the California Personality Inventory, the Intermediate and the Primary Curriculum Tests, the Child Behavior Rating Scale, and the Children's Personality Questionnaire. These instruments were used to measure change in student and teacher attitudes, students and teacher knowledge of the causal approach to dealing with behavior, and change in student classroom performance. Statistical methods of data handling included analysis of variance and the t Test.Qualitative evidence was gathered using the Hand Test, Animal Projective Question, teacher

and student feedback sheets, informal discussion, evaluation of orientation meetings, teacher narratives regarding change in student behavior, and a case study approach.

Summary of Results

The first project objective was to develop a Prototype Edition of the primary and intermediate curriculum with the help of teachers and consultants. This objective was accomplished in that the Prototype Edition of the elementary curriculum was developed for use in the 1971-72 School year. It contained numerous revisions on every page reflecting the suggestions of both teachers and university consultants.

The second objective dealt with helping teachers in a number of areas: (1) orienting them to the curriculum;(2) facilitating constructive student behavior; (3) understanding principles of the causal approach; (4) increasing their usage of a causal approach; (5) using the curriculum as a basis of dealing with aggressive behavior; and (6) using innovative procedures suggested in the curriculum. Teacher evaluations of the orientation session indicated that, in general, the meeting served to acquaint the staff with the curriculum and provided a working base from which to carry on classroom activities. However, there was a need to further develop the theoretical aspects of the causal approach in such a way as to enhance teacher knowledge at that level. Narrative accounts from teachers supplied evidence that the use of the curriculum did help direct the behavior of students toward more constructive classroom behavior.

This impact of the curriculum occurred with both students who had tendencies to act out and those who were withdrawn. This finding is particularly important since the major number of classroom behavior problems fall within these categories. Results from the Minnesota Teacher Attitude Inventory showed Experimental Teachers to be significantly(.05) more non-directive and understanding than Control Teachers in dealing with student behavior. Such attitudes are congruent with the theoretical structure of the causal approach to dealing with behavior. Evidently, Experimental Teachers who taught the curriculum did become more causally oriented in their attitude toward students. Results from the Behavior Knowledge Test administered to both Experimental and Control Teachers indicated that Experimental Teachers became significantly (.05) more knowledgable than did the Control Teachers about the principles of the "causal approach." Additional support for the Experimental Teachers was compiled when Control and Experimental Teachers were asked to respond to a "critical incidents questionnaire" which asked for a description of a difficult problem and its handling. Analysis of the handling of the incidents by the teachers showed the Experimental Teachers were much more causal in their approach to behavior and learning problems in the classroom than were the Control Teachers.

The third objective was to help students gain an appreciation for, and knowledge of, the causal approach to interpersonal problems. Results from the primary and intermediate curriculum tests showed the groups using the curriculum to be significantly (.01) more knowledgable about the causal approach to dealing with behavior. These

results, combined with the teacher narratives, supported the notion that students who use the curriculum not only have more knowledge about the "causal approach," but also can apply the knowledge in classroom situations.

Objective four was to decrease non-constructive aggression in students using the curriculum materials. The Child Behavior Rating Scale and the Children's Personality Questionnaire both yielded changes in favor of the experimental groups but significance was not reached. Teacher narratives from the experimental group did indicate that aggressive students and withdrawn students had made gains in displaying more positive behaviors.

Feedback from all consulting groups was heavily utilized when writing the first revised edition. The Project Staff made a vigorous effort to obtain and use feedback from university consultants, teachers, students and principals. The first revised edition reflected many of the changes suggested by these groups.

Conclusions

Obtaining evidence to show changes in student behavior toward a desired goal has been most difficult in educational settings. The evaluation of the two-level elementary program Dealing With the Causes of Behavior does show that teachers do become more understanding of human behavior problems and more positive in their reactions to student problems as a result of orientation to and use of the curriculum. The experimental data collected showed that teachers can develop a knowledge base about a particular theoretical approach to

behavior and apply this understanding to practical situations in the classroom.

The curriculum helped students to develop an understanding of the causal approach to problem solving. Some narrative data collected supported the point that students also applied this understanding in classroom situations. Results from the evaluation were supportive of the elementary curriculum developed. The curriculum produced significant changes in students and teacher experimental groups. The curriculum was tested and demonstrated to be effective in highly varied school and community settings. The project objectives were adequately accomplished and fulfilled.

APPENDIX B

MIDDLE SCHOOL-JUNIOR HIGH
EVALUATION SUMMARY

MIDDLE SCHOOL-JUNIOR HIGH

EVALUATION SUMMARY

During the 1971-72 school year, five specific objectives were established. Results from the various evaluative activities suggests that these objectives were achieved.

Objective 1: To implement further field testing of the curriculum in which experimental groups are selected from a broader range of the student population.

Studies were made by The Educational Research Council of America and by an independent evaluator of curricular effectiveness. As can be seen in the previous material, rather extensive samples of students in Lakewood were ohtained, as well as from East Cleveland (Kirk Junior High) and from Bay Village. These communities represent diverse population characteristics. The curriculum was taught only in part, however, due to restrictions of time available to the schools and teachers. Also, exposure of individuals tended to be

relatively brief involving only one grading period and permitting study of only one or two units. Administrators felt that a truly adequate use of the materials would involve prolonged integration into programming over a period of a year or more so that the complete range of materials were utilized.

Evaluative Statement

Within the constraints of the educational settings involved, there was extensive use and testing of effectiveness of curricular materials. A truly comprehensive assessment of the curriculum would require comprehensive use of the materials which was not possible during the time periods involved.

Objective 2: To develop in students in experimental classes an understanding of and appreciation for a causal approach to human behavior and typically aggression producing situations.

Results of objective testing of students in Kirk Jr. High, Lakewood Middle Schools, and Bay Village Middle School indicate that use of the curriculum did increase the degree to which causal knowledge was demonstrated.

Evaluative Statement

Students in experimental classes did increase their knowledge of the causal approach and its application to aggression producing situations in human behavior. More individualization in this aspect of instruction is needed, both to adequately evaluate student response experimentally and to meet diverse student needs.

Objective 3: To obtain oral and written feedback from teachers of experimental classes, concerning use of the materials, and to obtain an estimate of the effectiveness of the materials and their appropriateness for that particular student population.

Extensive feedback was obtained both informally and formally from teachers of experimental classes. There were repeated teacher-staff contacts throughout the year. In addtion there was formal assessment of teacher opinion in Lakewood and Bay Village. Results from the teacher questionnaires indicated strong support for use of materials and a great need to have more time to implement the curriculum to the extent that it requires for greatest impact. Teachers uniformly endorsed the approach and found materials available and appropriate. Teachers did see a need to individualize the use of the curriculum and the materials in order to handle differing student levels of understanding.

Evaluative Statement

Teachers were contacted both orally and through the use of written feedback questionnaires. Responses indicated adequacy of materials and general appropriateness to students served. Teachers were generally of the opinion that this curriculum required individualization of approach.

Objective 4: To provide assistance in selected schools within and outside of Lakewood in implementing the curriculum through

a) an orientation day for teachers using the curriculum
b) maintenance of contact and support of teachers in the immediate geographical vicinity as they utilize the curriculum
c) provision as a lending source of audio-visual materials that are suggested in the curriculum.

An orientation day was held for teachers intending to use materials. As has been indicated, individual contacts and support of teachers was carried forth by staff. Audio-visual materials were available on request from the staff office, and consistent efforts were made to see that teachers were aware of availability. Student and parent feedback would suggest that there is a strong teacher variable which influences the effectiveness of the curriculum. While this objective was met, in that orientation was carried forth and contact maintained, it would be desirable to more completely train teachers in how to handle groups and use the exercises outlined in the curriculum, since the ability to do so varies widely and is probably based on the extent of human relations training and insight pre-existing in the teacher.

Evaluative Statement

All aspects of this objective were carried forth. Teachers were provided with orientation and back-up support throughout the year, and materials were available through the staff office.

Objective 5: To encourage the implementation of the curriculum on a wide scale and to disseminate information about the content and availability of the curriculum by:

a) Staff presentations about the curriculum to educators and laymen
b) development and distribution of a brochure explaining the project
c) articles written for newspapers and educational journals
d) prompt response to inquiries of any sort pertaining to the curriculum

Specific evidence regarding the above objective can be found in Section VI of the Continuation Application. Within the scope of this evaluative report, the results from the OEA Professional Educators Seminar is one example of how staff met this objective. Resulting feedback from those who attened the presentation indicated effective dissemination of information and the kindling of high interest on the part of educators from throughout the state.

Evaluative Statement

Staff consistently encouraged implementation of the curriculum and conscientiously acted to disseminate information to educators and laymen. Parent feedback studies suggest the need for even more efforts to reach that segment of the community, but to do so would require the cooperation and leadership of administrators in systems using the materials.

CONCLUSION

Evidence from the studies conducted support continued use and development of this curriculum. There is some need for individualization of approaches. Both evaluation as well as implementation suffered from a lack of sufficient time for instruction. Nevertheless, the impact of the program was positive and resulted in measurable change at both the level of knowledge and the level of interpersonal experience on the part of a significant number of students.

APPENDIX C

HIGH SCHOOL
EVALUATION REPORT

HIGH SCHOOL CURRICULUM EVALUATION REPORT

"Developing Curricula for the Education of Youth in Meeting Modern Problems"
"The New Model Me"

An ESEA Title III Project

Sandra B. McPherson, Ph.D.

INTRODUCTION

In 1971, The Lakewood Board of Education published the results of a follow-up study of the class of 1970 of Lakewood High School. This survey of graduates has been done by Lakewood for several years, but the 1970 group was asked a new question: what would you do to improve Lakewood High School? Analysis of replies indicated that one area of importance in this retrospective view was for coursework in "anthropology, psychology, problems, etc., to prepare students for life situations," and it was also considered important to "provide more open discussion courses to make students think for themselves," (Buerger, et. al., 1971).

The development of The New Model Me curriculum at the high school level speaks directly to this need. The high school curriculum was the final step in an ESEA Title III project which created curricular materials for first through twelfth grade students. During the 1971-72 school year, the initial writing of the high school curriculum was accomplished. Final editing of this first edition was completed by October, 1972, at which time a predesigned testing and evaluation procedure was begun.

Evaluation Strategies: Four quite different evaluation plans were utilized. The different studies permitted sampling of the effects of school setting and instructor background. The studies were designed to determine whether the curriculum could be effectively taught in different locales and to students representing quite different populations. Table 1 outlines the dimensions of the four studies.

Table 1

Characteristics of the Four Studies

Number		Title	No. of Schools Sampled	Total No. Students	Total No. Teachers	Grades Represented
I		Toledo Area	7	395	12	9-12
I		Lorain-Cleveland	4	177	7	11-12
II	*	Special Students	3	-	3	-
IV		Counselor Study	3	145	4	9-12

Results from each of the studies are presented in the second section of this report. Statistical analysis of teacher results was accomplished on the total group of teachers, but the mean performance of the teachers within the individual studies is reported and relationship to overall group trends noted. Results from student and teacher feedback are treated as a separate area.

Evaluative Measures: The overall objectives of the Title III project involved several dimensions and required the use of both structured and nonstructured materials for evaluation. The curriculum itself consisted of six units: Aggression, Controls, Real Self, Values, Response, and Change. The first unit contained the basic theoretical orientation and approach material and was taught to all students; each of the other units was taught to different classes. All students thus received Unit I and some other unit, so that all units were tested. Content tests based on these units and consisting of fifteen objective questions were administered to the students to determine whether the two week per unit exposure to the material did in fact increase knowledge in the area being taught.

Groups of items were developed by the project staff and the evaluator. These items were pooled and then reworded, revised, included, or omitted after joint conferences of staff and evaluator. The resulting unit tests were pretested by a panel of students who had much experience with the curriculum and the theory upon which it was based. Two unit tests, Aggression and Controls, were then administered to a sample of students who were taught the curriculum during the first semester. The tests were administered before and after the experience. An item analysis was conducted and results were combined with those from the student panel to select the best 15 items for each of these tests. Scores obtained on the tests pre and post the teaching experience showed significant change in the desired direction (Aggression: $t=5.57$, $df=23$, sig. $\leq .01$; Controls: $t=4.87$, $df=13$, sig. $\leq .01$). Pre and post testing of the remaining units was not possible. However, the student panel did provide input regarding the item pools for all and the ultimate

* Special class students were not available for entire study due to factors beyond control of the project.

selection of items for the other unit tests was made on the basis of their responses as well as the professional judgment of the staff and evaluator.

In the evaluation study, a student's score consisted of the number of items correctly answered from the Unit I Test and the test for his particular unit of study. A content test for teachers was similarly developed, based in large part on the Behavior Knowledge Test that was used to assess teacher change at the Middle School and Elementary levels.

Since the curriculum was designed to affect not only knowledge but also attitudes, both standardized and nonstandardized measures were utilized. The students in the two largest studies (Toledo Area and Lorain-Cleveland) were tested on two portions of the Personal Orientation Inventory (POI), a test that was developed within the framework of the Maslow theory and thus incorporating the same major assumptions as the curriculum. The subtests used were "Self-Actualizing Value and Existentiality," and "Feeling Reactively and Spontaneity." The first subtest measured the degree to which a respondent's values were like those of self actualizing people. The second subtest measured the student's sensitivity to needs and feelings within the self and the ability to express feelings behaviorally.

With the smaller sample of students, (special students, counselor study) and unstructured technique was administered. This measure consisted of two unfinished stories incorporating conflicts similar to those studied in the curriculum and a third question asking the student to present a personal problem solving situation.

Teachers were also studied for attitudinal changes using a short form of the Minnesota Teacher Attitude Inventory (MTAI) where higher scores are associated with more nondirective, student centered, non-authorizatarian approaches to the classroom. The short form also contained five factors identified by Yee and Fruchter (1971): Children's Irresponsible Tendencies and Lack of Self-Discipline; Conflict Between Teachers' and Pupils' Interests; Rigidity and Severity in Handling Pupils; Pupils' Independence in Learning; and Pupils' Acquiescence to the Teacher. Scoring of this test was based on a five point scale ranging from -2 to +2 where a minus score indicated either agreement with items endorsed by directive teachers or non-agreement with items endorsed by nondirective teachers, and a plus score indicated the opposite. Zero indicated no committment. Individual factor scores and an overall total score were computed.

Both students and teachers were given feedback forms which required some rating and comment on the curriculum and how it was implemented.

Copies of evaluative instruments are found as Attachment A.

THE FOUR STUDIES

Study I - Toledo Area Study

Sample: Seven locations were selected in the greater Toledo area to obtain a cross section of socio-economic and racial populations. A list of volunteer teachers who taught basic required courses across grade levels 9-12 was obtained. Each school setting was then randomly assigned a grade level to ensure all grade levels were represented. Two teachers of the grade level assigned to the setting were randomly chosen for participation in the study. One of the teachers chosen for each site was then randomly assigned to a treatment or control group. Table 2 lists the sites and pertinent characteristics.

Table 2

Toledo School Populations

Name	Setting	Socioeconomic Level	Racial Composition
1. Start High	City Suburb	Upper Middle Class	White
2. DeVilbiss High	City Suburb	Lower Middle Class	Mixed
3. Anthony Wayne High	County-rural	Middle Class	White
4. Washington High	Suburban	Upper-Middle Class	White
5. Springfield High	Semi-rural	Middle Class	White
6. Libbey High	Inner City	Lower Class	Black
7. Spencer Sharples High	Rural	Upper Lower-Middle Class	Black

Procedure: All students were pre and post tested on two measures: the Unit Tests and the Personal Orientation Inventory. Teachers were pre and post tested on two measures: the Behavior Knowledge Test and the short form Minnesota Teacher Attitude Inventory. Each experimental teacher taught two of the six units. Each unit was taught in ten consecutive forty minute periods. The total time of instruction was twenty 40 minute periods. The six units divided among the experimental teachers so that there was coverage of the entire curriculum with all teachers teaching the first unit.

Results: Table 3 gives the mean scores for experimental and control students before and after experiencing the curriculum. Table 4 shows overall mean scores for the seven schools. The data was treated using a fixed model ANOVA with school nested within time (pre/post) and sub divided for sex. Attachment B shows the resulting cell means and standard deviations.

Table 3

Experimental and Control Students' Mean Unit Test Scores

Group	Pre	Post	Totals
Experimental	11.6	15.6	13.6
Control	11.0	10.6	10.8
Totals	11.3	13.1	12.2

Table 4

Mean Unit Test Scores for the Seven Toledo Schools

School	Pre	Post
1	11.6	12.4
2	11.2	12.6
3	12.8	13.7
4	8.6	9.4
5	9.8	9.8
6	12.8	13.7
7	12.3	13.7

Table 5 gives the overall analysis.

Table 5

ANOVA - Toledo Area Unit Tests

Source	SS	df	MS	F	Sig.
P:Time, pre-post	355.360	1	355.360	28.613	.01
G:Group, Exper. and Control	883.127	1	883.127	71.109	.01
TWP:School Within Time	1374.241	12	114.520	9.221	.01
SWP:Sex Within Group	11.308	2	5.654	.455	N.S.
PXG	529.395	1	529.395	42.627	.01
PXSWP	19.522	2	9.761	.786	N.S.
GXTWP	246.884	12	20.574	1.657	N.S.
TXSWPXG	409.482	24	17.062	1.374	N.S.
Error Within	4868.372	392	12.419		

As can be seen from the above figures, there was significant growth in knowledge of the curriculum over time as a result of experience. Control students tended to drop in scores on the Unit Tests while the experimental students showed a significant increase. Sex showed no relationship to results and did not interact with any of the factors. The groups of students from the seven schools were significantly different, but there was no interaction with other factors signifying that regardless of what intellectual or other causes of test performance were operating, there was similar growth as a function of experience.

Table 6 shows mean results from the POI. Attachment C gives the complete description of the data.

Table 6

POI Scores, Toledo Area Study

Group	Pre	Post	Total
Experimental	55.8	62.5	59.2
Control	56.6	53.2	54.9
Total	56.2	58.8	57.0

Analysis of Variance performed on the data is presented in Table 7.

Table 7

ANOVA - Toledo Area POI Scores

Source	SS	df	MS	F	Sig.
P:Time, Pre-Post	291.087	1	291.087	3.449	N.S.
G:Group, Experimental and Control	2046.720	1	2046.720	24.253	.01
Twp:School within Time	1612.588	12	134.382	1.592	N.S.
SWG:Sex within Group	166.023	2	83.012	.984	N.S.
PXG	2852.346	1	2852.346	33.799	.01
PXSWG	308.624	2	154.312	1.829	N.S.
GXTWP	922.691	12	76.891	.911	N.S.
TXSWPXG	1886.893	24	78.621	.932	N.S.
Error Within	33250.286	394	84.392		

Once again, results were supportive of the effectiveness of the curriculum. While time alone was not significant, there was a significant difference between groups and the interaction of time by group was significant. Inspection of Table 6 mean scores clearly supports the hypothesis of curriculum effectiveness. Mean scores for experimental and control subjects were less than a point different at the outset of the experience. Following study of the curriculum, there was a nine point difference between mean scores in the desired directions. Experimental subjects showed a gain in the degree to which their values were like those of self actualizing people and a gain in sensitivity to and expression of feelings, whereas control students showed a slight loss.

Table 8 shows mean scores for all teachers on the Behavior Knowledge Test and for the Toledo subsample. A two-way analysis of variance was performed which showed that there was a significant difference between the pre and post scores ($F = 4.4$, Sig. $\leq .05$), but that there was no difference between experimental and control groups. The interaction was not significant, although inspection of the mean scores does show that the trend was in the expected direction. Experimental teachers showed more gain than was true of control teachers. The Toledo subsample scores did not show any departure from the pattern of the overall scores.

Table 8

Behavior Knowledge Test Results for All Teachers*
and the Toledo Subsample

Group	Pre	Post	Total
Experimental			
All	11.9	14.8	13.3
Toledo	11.9	15.0	13.4
Control			
All	11.3	12.6	12.0
Toledo	10.8	12.3	11.6
Total			
All	11.6	13.7	12.6
Toledo	11.4	13.8	12.6

*All teachers included the Toledo and Lorain-Cleveland Teachers. As is seen below, the Special Studies were not completed due to factors beyond control. The Counselors represented a special group in terms of training and are reported separately.

Table 9 shows the mean scores for the Toledo teachers and all teachers on the MTAI factor scores and total score. Although statistical significance was not reached, the trends seen in the data are in the desired direction. Experimental teachers in general, and from Toledo specifically, showed some growth toward a more nondirective, student centered, orientation, while control teachers showed slight losses. Because of the small N, in comparison to the size of student samples, significance was not obtained.* The MTAI is a very stable test and to obtain any changes in a four week period of time is of some consequence. Due to chance alone, the experimental and control groups differed significantly at the outset of the experience with a greater tendency toward nondirectivity reflected by experimental teachers. The test factor showing the most change in desired directions (no factors showed loss or contradictory trends) was Factor I: "Children's Irresponsible Tendencies and Lack of Self Discipline." Experimental teachers tended to disagree even more with such a view after the curriculum than before, while control teachers showed a trend toward more endorsement.

Table 9

MTAI Factor and Total Mean Scores for All Teachers and the Toledo Subsample

Group	Pre						Post					
	Factors					Total Score	Factors					Total Score
	1	2	3	4	5		1	2	3	4	5	
Experimental All	10.7	17.6	10.8	5.9	3.3	55.1	14.2	18.7	14.4	7.8	4.4	64.6
Toledo	13.0	17.4	10.8	7.0	2.8	58.0	12.4	18.6	14.8	6.8	5.4	64.6
Control All	4.0	18.2	7.6	1.1	2.4	34.2	.78	13.9	7.6	2.9	2.0	31.4
Toledo	1.0	13.8	6.4	.2	1.4	24.0	0.0	13.0	8.2	1.8	1.6	28.0

*A Two-Way ANOVA was used and the total scores and most changed factor scores were tested. Results did not reach significance. There was a significant difference between experimental and control groups which widened over time although the trend did not reach significance. ($F = 8.17$, sig. $\leq .01$, $\mathcal{E}$ vs. e Groups, Total Score; $F = 7.398$, Factor I, Sig. $\leq .05$) Results from Toledo subsample were the same.

Study II - Lorain-Cleveland Area Study

Sample: Four schools participated in the study: St. Edward, Shaw, Midview, and Lakewood High schools. They represented diverse populations of interest. St. Edward is a Catholic boys high school with a largely white middle class student population. Shaw High is located in East Cleveland and has a student population that is lower to middle class and ninety percent black. Midview is located in Lorain County and has a semi-rural middle class white population. Lakewood High is an all white middle class school located in a suburb immediately west and contingent to the city of Cleveland.

Procedure: The same procedures were utilized as for the Toledo study including measures of performance and teaching schedule.

Results: Despite repeated attempts to make contact with Shaw teachers, the data was not obtained on class and teacher performance, although the curriculum was used in that setting. The remaining three schools included four classes (one teacher at Lakewood taught two experimental classes; they were two control teachers of matched groups) on which complete data was obtained. Table 10 shows mean results from the Unit Tests; Table 11 gives the Analysis of Variance. Attachment D shows complete data. Sex was not included in the analysis because of the reduced sample size and the fact that the Toledo study had shown no sex effects.

Table 10

Mean Unit Test Scores, Lorain-Cleveland Area Study

Group	Pre	Post	Total
Experimental	12.1	15.5	13.8
Control	13.2	11.8	12.5
Total	12.6	13.6	13.1

Table 11

ANOVA-Lorain-Cleveland
Area Unit Test Scores

Source	SS	df	MS	F	Sig.
P Time, Pre-Post	49.005	1	49.005	4.781	.05
G Group Experimental-Control	76.255	1	76.255	7.439	.01
TWP:School Within Time	90.073	6	15.012	1.465	N.S.
PXG	277.922	1	277.922	27.113	.01
G TWP	101.865	6	16.977	1.656	N.S.
Error Within	1804.083	176	10.250		

As can be seen from the above, there was a difference pre and post and between groups. Furthermore, the interaction of group by time was significant and in the desired direction. Experimental students gained in knowledge, while control students tended to lose. There was no significant difference among the schools or of the interaction of school with other factors.

Table 12 shows results from the POI. Table 13 gives the Analysis of Variance. Attachment E gives cell mean and standard deviations.

Table 12

Mean POI Scores, Lorain-Cleveland
Area Study

Group	Pre	Post	Total
Experimental	60.4	64.1	62.2
Control	56.0	55.7	55.8
Total	58.2	59.9	59.0

Table 13

ANOVA-POI Scores from Lorain-Cleveland Area Study

Source	SS	df	MS	F	Sig.
T Time, Pre-Post	169.755	1	169.755	1.930	N.S.
G:Group, Experimental-Control	2256.789	1	2256.789	25.656	.01
TWP: School within Time	531.491	6	88.582	1.007	N.S.
PXG	230.040	1	230.040	2.615	N.S.
GXTWP	279.848	6	46.641	.530	N.S.
Error Within	18296.064	208	87.962		

Results are supportive of the effectiveness of the curriculum. Despite the short period of instruction, experimental students showed growth in self actualization attitudes and feeling sensitivity while control students tended to stay at the same level. The student groups were themselves different, however, which obscured pre-post differences until the interaction effects were studied. There was no significant difference among schools and no significant interaction with the school factor.

Table 14 gives mean scores for the teachers on the Behavior Knowledge Test. As was true for the teachers as a total group, teachers in the Lorain-Cleveland Study showed more increase in knowledge if they were experimentals than if they were controls.

Table 14

Behavior Knowledge Test Scores, Lorain-Cleveland Area Teachers

Group	Pre	Post
Experimental	12.0	14.3
Control	12.0	13.0

Table 15 shows mean scores for teachers on the MTAI. Again, the same pattern that was seen for all teachers is repeated. Experimental teachers increased in the desired direction on the total score, while control teachers lost ground. In this quite small subsample, there was similar growth for experimentals with concommitant loss by controls on Factors I, II, and III; on Factor IV both groups showed some increase and on Factor V both groups showed some decrease.

Table 15

MTAI Factor and Total Mean Scores,
Lorain-Cleveland Area Teachers

	Pre						Post					
	Factor					Total	Factor					Total
Group	1	2	3	4	5	Score	1	2	3	4	5	Score
Experimental	6.0	18.3	11.3	4.7	4.3	51.3	13.7	19.0	13.3	7.0	2.7	63.0
Control	7.8	17.0	9.0	2.8	3.8	47.0	1.8	15.0	6.8	4.2	2.5	35.8

Study III - Special Students

Three special settings were selected to study implementation of the curriculum with students indentifiably different from those attending area high schools. The first site was a special school for youngsters with emotional, social and/or learning problems. The second setting was a boys' correctional school. The third was a special, nongraded classroom at Lakewood High for students with learning adjustment problems.

The two special schools did make use of the curriculum. However, in both cases, there was so much turnover of student population in the course of the four weeks that test results were not possible. At the end of the experimental period only two or three students remained of the original groups that were established. Both teachers reported that there was positive student response during classes, and the teachers conferred with project writers to give their reactions and suggestions for any changes.

In the case of the nongraded, special students at Lakewood High, the curriculum was taught. However, due to circumstances of a personal nature and beyond the control of either the instructor or the project,

post testing was not completed. The instructor reported that the students enjoyed working with the curriculum and were particularly interested in the various activities. Many of the students had pronounced reading disabilities and found it difficult to handle the curriculum independently. It would appear that the curriculum can be taught to students of this type, but the emphasis would have to be on activities and on oral presentation by the teacher, rather than relying on students to gain the conceptual information through independent study and reading of the materials.

Study IV - Counselor Study

Sample: Counselors from Brooklyn, Midview, and Magnificat High Schools participated in the study. Brooklyn High School is a suburban high school located in a middle class area outside of Cleveland, Ohio. Midview High School is located in Lorain County and has a predominantly white, semi-rural population. Magnificat is an all girl parochial school located in Rocky River, an upper middle class suburb of Cleveland. Students were randomly selected from heterogenous ability groups of ninth, tenth, eleventh, and twelfth grade students. Subjects were randomly assigned to treatment and control conditions.

Procedure: All students were pre and post tested with Unit Tests. In addition, all students were post tested using a Problems and Solutions Questionnaire. This semi-structured instrument permitted students to react in writing to practical, behavioral situations. Results were analyzed subjectively using criteria for a causal response for each of the three items. The criteria were developed by the writers of the curriculum and represented what they would hope to instill in students. Teachers were pre and post tested on the Behavior Knowledge Test and on the short form Minnesota Teacher Attitude Inventory. Each experimental teacher-counselor taught two of the six units. Each unit was taught in ten consecutive forty minutes periods for a total instructional time of twenty 40 minute periods. The six units were divided among the four experimental teachers in order that coverage of all the units could be obtained. All experimental teachers taught unit one and one other of the additonal five remaining units.

Results: Table 16 shows mean results from the Unit Tests, and Table 17 gives the analysis of variance. Table 18 shows overall school means. Attachment F gives cell means and standard deviations.

Table 16

Unit Test Scores-Counselor Study

Group	Pre	Post	Total
Experimental	13.12	18.42	14.28
Control	13.52	12.55	13.04
Total	13.33	13.99	13.67

Table 17

ANOVA-Unit Test Scores, Counselor Study

Source	SS	df	MS	F	Sig.
P:Time, Pre Post	17.556	1	17.556	1.491	N.S.
G Group, Experimental-Control	61.256	1	61.256	5.204	.05
T P:Within Class Time	618.488	6	103.081	8.757	.01
P G	107.256	1	107.256	9.112	.01
G TWP	44.437	6	7.406	.629	N.S.
Error Within	1695.100	144	11.772		

Table 18

Mean Scores:
Unit Tests, Counselor Study

Class	Pre	Post	Total
1	11.2	11.1	11.2
2	12.5	12.6	12.3
3	15.3	16.1	15.7
4	14.8	16.2	15.4

As can be seen by inspection of the above, time alone did not make a significant difference in scores. There were some overall differences between experimental and control groups. The interaction between group and time was highly significant, however. The experimental students showed an increase in scores, while the control group dropped slightly. There were some differences between the four classes, but that factor did not interact with any others. In each school, the experimental students showed increases in scores, while controls lost ground.

The Problems and Solutions Questionnaire consisted of two problems for which students were to provide an ending, and further asked students to detail a problemmatic life experience and indicate how they handled same and their degree of satisfaction with what they did. Thus, a student who did not handle something well, but could recognize why and indicate dissatisfaction, would be performing on this test at the same level as one who was able to handle a problem well in his and the scorer's view.

The first problem dealt with a temptation to cheat under conditions of adversity and implied unfairness on the part of the school. One point was given for dealing with the issue of cheating as an issue; two points were given if the student could provide some alternative way of handling the problem. The second prblem involved students with a problem of legality versus practicality. One point was given for resolving the problem through illegality but recognizing that some reparation was necessary. Two points were given when the solution involved alternatives to the illegal handling.

The personal problem was evaluated by giving one point for describing an actual problem in a cause-effect sequence; two points were given if a value based decision was made; three points were given if that decision was explained on the basis of needs or need conflicts. Attachment G gives further scoring details.

Four classes were tested using this format. Table 19 provides results.

Table 19

Problems and Solutions Scores,
Counselor Study

	Experimental	Control	F*	Sig.
Mean Score	4.23	3.19	5.71	.05

* One-way ANOVA, N=91

Despite the lack of development of scaling and standardization of response and scoring, an analysis of variance approach was used to evaluate the data. (The ANOVA has been used with dichotomous data and still retained sufficient strength to be considered adequate to the task.) As can be seen from the above, there is a significant difference between experimental and control groups, suggesting that experimentals were better able to utilize causality in their handling of the technique, were better able to deal with ethical-moral issues, and were more likely to find alternatives. Experimentals were able to construe their own problems in these terms and to derive solutions based on understanding of their own needs and values to a greater extent than was found with controls.

Table 20 shows mean results for teachers on the Behavior Knowledge Test. In this small sample there was no difference before and after teaching the curriculum. It can be hypothesized that these four teachers who had been trained as counselors were probably already beyone the point in their knowledge of human behavior and its causes that the test was adequate to measure. Supportive of such an hypothesis is the fact that their mean scores were higher than the group as a whole or other subsamples of that group at any time in the project.

Table 20

Behavior Knowledge Test
Results, Counselor Study

	Pre	Post	N
Mean Scores	15.25	15.00	4

Table 21 gives mean results for the teacher-counselors on the MTAI. Once again, this group seemed different from the other group in terms of level of score, but there was, in addition, growth from beginning to end of the project which exceeded that seen in the large sample.

Table 21

Mean Scores for MTAI Factors and Total Score, Counselor Study

	Pre						Post					
	Factor					Total	Factor					Total
Mean	1	2	3	4	5	Score	1	2	3	4	5	Score
Scores	12.5	19.0	15.0	5.8	5.5	45.5	26.0	26.8	19.2	7.3	4.5	83.2

Because of the extremely small sample, parametric evaluation was not undertaken. However, examination of the individual scores of the four teachers showed that three increased greatly on all factors except V where there were varying results. The fourth counselor began the project with high factor and total scores. For that teacher, the test ceiling was being reached and no differences over time were noted.

CURRICULUM FEEDBACK INFORMATION

Information regarding the curriculum was sought from three primary sources: professional experts and consultants, teachers who used the curriculum in classrooms, and students who experienced the curriculum. In addition, it was originally hoped to measure some of the curriculum impact on teachers through the administration of a Critical Incidents Questionnaire. However, that measure was not obtained. An attempt was made to use phone contacts with semi-structured interviews following the Critical Incidents format. A few contacts were successfully made and the information thus obtained is summarized in this section.

Student Feedback

At the end of the four week instruction period, students completed feedback forms on which they recorded their suggestions for inclusions and deletions when the units were rewritten and also responded to questions regarding degree of unit impact and described the type of teaching techniques they felt were used in presenting the materials.

Aggression: Students showed a strong enjoyment of, and preference for the Straw Tower exercise. They also responded quite favorably to the skit about Chris, the role playing, the Instant Replays, and Personal Inventory. There was no one activity which was singled out as one which should be dropped. Some of the activities cited as enjoyable by one or more students were also not enjoyed by an equal number of respondents. In the case of Role Playing, almost as many students rejected it as accepted it. However, several students also stated they would add more role playing when asked what the unit could include besides the materials available. It is quite probably that the ambivalence to role playing reflects the degree of comfort with performances, dramatics, etc., and would also be a function of the degree of extraversion of the respondent.

Real Self: Most of the activities were endorsed by one or more respondents. They enjoyed the discussion of male-female roles and the general emphasis on self understanding. There was definite rejection of one activity, the Body Trip which they found difficult to accomplish and not relevant to their experiences and problems.

Controls: The students found their horizons expanded by the exploration of the effects of groups on the individual's life. They endorsed activities which illustrated those controls and particularly the group exercise that related control and family life. There was ambivalence regarding the Unwritten Rules exercise which presented them with a peer related conflict situation. Some students highly endorsed the experience while others would prefer to see it dropped. It is probable that it should be continued with emphasis on the handling of the conflicts engendered to result in psychological experiences of closure and competence.

Values: The students generally endorsed the activities in this unit with particular emphasis on the Milling Activity, Identity Tag, and Values Grid.

Response: Again, there was general endorsement. Role Play was enjoyed and the Circle and Sentences on Feelings activities. There was some rejection of the Reflection on the Past activity and some seemed to feel the Decision Making activity was too complex to handle well.

In several of the units, students indicated an interest in further information and understanding of human sexuality and the behavioral, causal elements, the status of adolescents, and the interrelationships to the aggression. They also suggested that it would be desirable to have more field experiences so that the concepts being learned would be seen in real life, and they wanted to experience more cooperative games and exercises.

The rewriting process of the units involved careful study of student forms. The edition was revised to include more material on sexuality and aggression as related to adolescence, and ther are more cooperative exercises which enhance the ability of people to work together in an understanding fashion. Also added were two community action projects so as to increase the student's exposure to the real life operation of the concepts being studied. Most of the major additons were made in the Response Unit, with the other units being revised to reflect the acceptance and rejection levels of the activities. Thus, the Body Trip exercise was discontinued, while the Straw Tower was definitely maintained.

Students were asked to indicate degree of agreement with certain statements regarding the effect of the units. Over 50 percent of the group responding, which consisted of 343 students, agreed or strongly agreed that there was an increase in understanding of human behavior. Although the majority endorsed the meaningfulness of the behavior equation, 42 percent only somewhat agreed it was viable. 65 percent felt the course was valuable for all high school students and 24 percent felt it was at least somewhat meaningful. 63 percent enjoyed working with the activities; an additonal 30 percent enjoyed somewhat the experience. 62 percent felt an increase in understanding of self behavior; 34 percent felt somewhat increased in this respect. Most persons felt somewhat or greater comfort working with units; however, some discomfort was an intended impact of handling concepts and becoming aware of relational factors in order that the students could grow in insight and the capacity to change their own actions and reactions. 59 percent of the students found the experiences substantially different from any others they had had; however 26 percent did indicate some prior experiences of a type similar to one or more of the unit activities. 50 percent of the students rated the units above any other textbook materials they had ever used. An additonal 39 percent felt the materials were at least average in comparison with other texts.

The above responses were based on their experiences with the units and reflected the status of the units prior to the rewriting.

Students were also asked to evaluate the amount of time devoted to various teaching techniques. Study of their responses indicated that they felt a lot of use was made of lecture and open class discussion approaches. Over 85 percent indicated <u>often</u> or <u>sometimes</u> <u>used</u> in regard to both those techniques. The small group discussion approach was the third most frequently observed teaching approach. Students indicated some usage of other approaches such as Question-Answer, student projects (individual and group), in class reading, in class reporting by students, audio-visual techniques, and teacher projects, but all of these categories were seen as rare or seldom implemented approaches. Some teachers assigned homework according to students, and there was some student acceptance of out of class work.

Teacher Feedback

Teachers responded to questionnaires regarding their reactions to the units they had taught. Analysis of responses is reported with respect to each of the units.

Aggression: All teachers felt that the activities in the unit were appropriate for meeting the unit's stated objectives. All but one felt the instructions to the teacher and student were clearly stated. One teacher felt that more preparation would be helpful. There was some disagreement as to appropriateness of the activities for the 9-12 grade group. Some teachers of ninth graders felt the behavior equation was too difficult a concept for that age group. Two teachers of seniors felt that some of the activities were too childish. All but one teacher felt the activities in the unit followed a logical sequence. One teacher used this space to suggest that the activities required too much "openness" for ninth graders. Most teachers felt there was little repetition and all but one felt the reading-comprehension level was appropriate.

When asked for possible additions, one teacher felt the ability of teacher and students to use the unit would be enhanced if there were some exercises that explored the field of teacher-student relationships and emphasized the development of trust. Teachers also felt that it might be appropriate to include more field trips to observe behavior. One teacher felt the unit would be better titled "Introduction" because much of the material was of a genral introductory nature regarding behavior and feelings rather than dealing specifically with aggression.

Controls: Teachers generally endorsed this unit. However, they suggested that sophomores might have some difficulty handling some of the exercises where older students would not, more on the spot activities (real life experiences), and some felt that more teacher preparation could enhance the use of the unit.

Values: Teachers generally endorsed this unit. They suggested that it was sometimes difficult to keep teacher and student information separated and would have elaborated the teacher instructions to a greater degree. They indicated that the unit could have a somewhat tighter logical sequencing of activities. One teacher felt that the seniors she taught were very responsive to this unit, some even writing notes of thanks for having been able to have the experience.

Self: Teachers generally endorsed this unit. They indicated it might be appropriate to include some more information on body language and on the interpersonal defenses that people use. One teacher suggested the use of materials and explanations from transactional analysis.

Response: Teachers generally endorsed this unit. They suggested that it might be helpful to have material from aggression/frustraion more clearly related to this unit, and they indicated the ninth graders had some difficulty with the vocabulary. There was a suggestion that the unit needed some more activities.

Expert Feedback

The staff maintained continuous contacts with The Educational Research Council, of a duration of at least twice a week. Some contacts took the form of meetings with ERC personnel, some involved telephone. In addition, experts at various institutions and universities in the northeast Ohio area were contacted once or more than once for advice, information, and feedback on different sections of the curriculum. Different experts were obtained for different areas of content within the curriculum. The total curriculum was evaluated professionally by university and secondary consultants. The final Revised Edition contains a number of changes in every section which can be traced to advice and information from the various sources of feedback. Letters of support and advice from the professional advisors were sent to the staff regarding the effort and are included as Attachment H.

Critical Incidents Contacts

As mentioned above, it was hoped to obtain questionnaire responses from experimental and control teachers using a critical incidents technique wherein the teacher would detail a difficult classroom situation and the handling thereof. Results would have been evaluated in terms of the extent to which a causal view of behavior was in evidence and the handling reflected some of the variety of interpersonal classroom techniques that are presented in the curriculum. What was accomplished, however, was a brief, semi-structured telephone interview with four teachers: two experimentals and two controls. Teachers were told the research on the project would like to obtain information regarding actual be-

havior of students in classrooms where the curriculum was taught and where it was not. They were asked to think of a specific classroom incident during the last grading period where it was difficult to handle a student, and to answer the following:

1. What happened?

2. What action did you take?

3. What was the outcome?

4. Would you do the same thing in a similar situation in the future?

The two experimental teachers contacted did mention the curriculum and its effect on a student. They tended to interpret the question in terms of how a student reacted to the experience. They were supportive of the use of the curriculum and felt that it provided a means of broadening a student's ability to handle a situation. Replies were thus both curriculum and student centered, although they tended not to cover the ogiginal area of intent of the questions. Control teachers consisted of two teachers, one of whom indicated he had a great deal of familiarity with the causal approach, Maslow work, etc., upon which he understood the curriculum was based.

In the case of the highly sophisticated control teacher, an incident was recounted involving a student who had been withdrawn, but who began to interact overtly on one particular day. Another extroverted and highly successful student attempted to interrupt and was asked to leave when he did not pick up on subtle cues to end his behavior. Later, the teacher talked with the extroverted student and was able to help him understand why the teacher wished to focus on the heretofore shyer classmate. The results were highly satisfactory. The other control teacher recounted difficulties dealing with a very "obnoxious, mouthy" student. The problem was handled by excluding the student from the classroom and subsequently from the school using primarily the exercise of authority.

When this critical incidents technique was originally administered in connection with the elementary school study of that level of curriculum, there was a pronounced tendency for experimental teachers to construe behavior as caused and to attempt to deal with causes before resorting to authority and arbitrary disciplinary rules. The responses obtained after the fact using a brief phone contact with a few teachers do not provide a basis for any kind of statements regarding effect of curriculum on teachers. However, it would appear that being familiar

with either the curriculum or the philosophy upon which it was based did in three cases result in some student centeredness and sensitive handling of behavioral situations. On the other hand, in one case where there was no acknowledged familiarity with the causal approach, the handling of difficulty was via authority and there was no mention of why actions were occurring as they did.

DISCUSSION SECTION

OBJECTIVE I: That the prototype Edition of the high school curriculum be implemented and evaluated in selected schools through the establishment of experimental and control classes.

By mid-October of 1972, the Prototype Edition was printed and ready for use. A number of school settings featuring inner city, semi-rural, and suburban populations were utilized in a predesigned evaluation plan. Control and experimental teachers were selected from teachers who volunteered to teach the curriculum. Assessments of knowledge, attitude, and behavior were conducted on both teachers and their students. Data analysis was designed to permit a determination of the part that various factors might play in response to the curriculum and the selection of the varying settings allowed inferences to be drawn as to the effectiveness of the curriculum with different grade levels, socioeconomic levels, and population types.

Evaluative Statement: Objective I was reached by project staff. The Prototype Edition was written, implemented in classes, and evaluated according to a predetermined research plan.

OBJECTIVE II: That professional experts provide input and feedback to assist in the development and revision of the curriculum.

There was ongoing, biweekly contact with Educational Research Council personnel as the curriculum was originally written, and subsequently revised. In addition, there was solicited contact with local experts in various fields and changes were made in various areas as a result of their input. The total curriculum was evaluated by local experts who provided staff with letters of opinion which can be seen in the Project Report.

Evaluative Statement: Professional experts did provide input and feedback to assist in the development and revision of the curriculum. Examination of the prototype edition versus the First Revised Edition shows many changes which can be traced to the input of various professional, expert sources.

OBJECTIVE III: That the high school project teachers within and outside of Lakewood develop an understanding and appreciation for the curriculum materials and the philosophy underlying the materials as shown by

a) greater understanding of the causal approach

As was seen from the results of the Behavior Knowledge Test, Experimental Teachers increased in mean scores while Controls did not. Statistical significance for this trend was not reached due to the small group (as compared with the number of students evaluated). However, the trend was in the desired direction and did appear after only a four week period during which the teachers were involved with the materials.

b) application of the causal approach to student behavior in the classroom

A direct measure of this area was not attempted. It had been hoped to obtain Critical Incidents questionnaires from which could be inferred handling of classroom behavior. However, that measure was not successfully obtained. Brief phone contacts using the Critical Incidents format did suggest that understanding of the causal approach on the part of several teachers did lead to sensitive handling of classroom difficuly. Teachers of the curriculum contacted did mention spontaneously the curriculum techniques and their effect of behavior. It would appear that the curriculum can have the effect of orienting a teacher to approach behavior in a causal fashion and can provide some techniques that are not always seen in classrooms where there is not access to the curriculum.

c) use of the curricular materials in the classroom

All teachers who volunteered to use the materials did so. In the case of the special class studies, the reality conditions involving attendance resulted in lack of evaluative data. However, the materials were used and the teachers stated they were helpful even in those settings where external factors hindered the maintenance of a full and ongoing class.

d) providing feedback concerning the use of the materials, their effectiveness, and their appropriateness for that particular student population

Teachers provided feedback, either through the formal questionnaires or in contacts with the Title III staff. The First Revised Edition incorporates changes which were made in response to the teacher suggestions and comments.

Evaluative Statement: High school project teachers did use and critique the materials. Their comments indicated understanding and appreciation for both the materials and the philosophy upon which the units were based. They tended to grow in knowledge of behavior as a function of using the units, and were generally supportive of continued and expanded use of the curriculum. From a few interviews it would appear that knowledge of the curriculum can have a beneficial effect on approach to classroom behavior, but this area would need further investigation. Except for the one section relating to student behavior, there was convincing evidence of attainment of Objective III. It is not unlikely that the area of behavior was also appropriately affected, but the information was not sufficiently broad to be able to make a definitive statement.

OBJECTIVE IV: That the Students experiencing the curriculum in the classroom will

a) develop an understanding and appreciation for a causal approach to personal problems and typically aggression producing situations

In all studies, the experimental students showed significant growth in knowledge of causality as it was presented in the units they studied, while control students did not change or showed some decrease when tested on Unit Content Tests.

b) experience growth in constructive attitudes pertaining to their own behavior and the behavior of others

Using the Personal Orientation Inventory scales that measure extent to which values expressed are like those of self-actualizing people and extent to which there is ability to express and be sensitive to feelings, it was found that experimental students grew significantly in the desired direction, while control students tended to remain the same or show decreases. The Inventory is based on the same theoretical rationale as that of the authors of the curriculum, but is an indepently standardized instrument for personality measurement. In view of the fact that the duration of the experiment was only four weeks, and involved only a period of class group instruction a day, to obtain generalized and statistically significant changes in measurement of attitudes is quite remarkable.

c) grow in their knowledge of causes, consequences, and available alternative responses in behavior situations

Because of the difficulties involved in processing semi-structured techniques, the instrument developed to measure these aspects of student

change was utilized with a smaller sample than that using the POI. Scoring of student responses regarding how two behavior situations might be resolved, and how they characterized, described, and resolved a problem of their own, was based on qualitative and quantitative considerations and did utilize specifc criteria. Nevertheless, the measurement was a much less stringent one and the comparability among protocols was reduced from that obtained with standardized measures. Despite these drawbacks, it was still possible to demonstrate the tendency for experimental students to handle the test differently from control groups. Experimental students were more likely to see alternatives, accept the burdens of morality and legality, and be able to construe a life experience of their own in value-need-causality terms.

Evaluative Statement: It was shown that students experiencing the curriculum in the classroom developed understanding and appreciation for a causal approach to personal problems and aggression producing situations. They experienced growth in constructive attitudes pertaining to their own behavior and the behavior of others, and there was some evidence that they increased in their knowledge of causes, consequences, and available alternative responses in behavior situations. Thus, the fourth objective was adequately met.

OBJECTIVE V: That the students experiencing the curriculum in the classroom provide feedback on the Prototype Edition of the units to assist in the revision of the curriculum.

Student feedback forms were completed by experimental students. They provided information and reactions to all of the units and detailed which activities were successful and which were not in their individual opinions. Staff studied the results and the rewritten version of the curriculum contains additions and deletions that reflect the majority opinions of the students and includes student initiated ideas and innovations.

Evaluative Statement: Objective V was successfully met by the staff through the cooperation and help of students experiencing the curriculum.

OBJECTIVE VI: That a First Revised Edition of the high school curriculum be developed through the incorporation of subjective data gained from students using the curriculum, teachers of experimental classes, consultants, and objective data received from field testing of the Prototype Edition of the curriculum.

The First Revised Edition does reflect all the above sources of input. The changes made from the Prototype Edition were accomplished by study of both formal and informal feedback of students, teachers, consultants, and evaluation.

Evaluative Statement: Objective VI was attained.

SUMMARY

As can be seen in the discussion above, all objectives were attained. Data supportive of the use of the curriculum was both objective and subjective. Wherever statistical analyses could be made, desired trends and effects were demonstrated. In almost all studies a .05 or better level of significance was reached. Both teachers and students showed changes in knowledge and attitudes such that it can be assumed that they became more causally oriented in their approach to human behavior, less judgmental, and at the same time more aware of moral-ethical considerations and values. These findings are definitely supportive of continued and expanded use of the curriculum. The sample surveyed was large and varied in terms of backgrounds and cultural heritages reflected. It can be fairly assumed that this curriculum is an appropriate one for use with students in more or less structured academic environments and who come from differing socioeconomic levels.

ATTACHMENTS

A. Evaluative Materials

1.Unit Tests

2.Selected Sections-Personal Orientation Inventory

3.Student Feedback Form

4.Teacher Feedback Form

5.Problems and Solutions Questionnaire

6.Behavior Knowledge Test for Teachers

B. Unit Test Mean Scores and Standard Deviations for Individual Cells, Toledo Area Study

C. POI Test Mean Scores and Standard Deviations for Individual Cells, Toledo Area Study

D. Unit Test Mean Scores and Standard Deviations for Individual Cells, Lorain-Cleveland Area Study

E. POI Test Mean Scores and Standard Deviations for Individual Cells, Lorain-Cleveland Area Study

F. Unit Test Mean Scores and Standard Deviations for Individual Cells, Counselor Study

G. Scoring Criteria for Problems and Solutions Questionnaire

H. Reaction Letters from Consulting Experts

ATTACHMENTS A.

Evaluative Materials

A-1 UNIT TESTS

UNIT I - AGGRESSION

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

1. When examining behavior, it is important to consider

   a) causes of behavior.
   b) short-term effects.
   c) long-range effects.
   d) two of the above.
   e) all of the above.

2. Over the past ten years criminal offenses in the United States have

   a) more than doubled.
   b) increased moderately.
   c) decreased.
   d) remained about the same.
   e) none of the above.

3. Aggressive Behavior in an individual can be

   a) a negative influence on total behavior.
   b) a positive influence on total behavior.
   c) neither negative or positive influence on total behavior.
   d) both negative and positive influence on total behavior.
   e) none of the above.

4. Motivating forces are

   a) the rewards a person gets for accomplishing a task
   b) controlled by an individual's needs.
   c) are lacking in some people.
   d) not necessarily important in the behavior of people.
   e) both A and B.

5. Choose the equation that comes closest to explaing human behavior.

   a) S+C = Behavior
   b) Mf+R = Behavior
   c) Mf+R+IPS = Behavior
   d) N+P+S = Behavior
   e) None of the above

6. Humans have basically

a) the same needs.
b) needs that vary greatly from individual to individual.
c) same needs that animals have.
d) needs that change from situation to situation.
e) both B and C.

7. Maslow has

a) explained why people behave as they do.
b) suggested some common needs among people.
c) helped people change the way they act.
d) none of the above.
e) all of the above.

8. Before people strive to feel good about themselves they first must satisfy their want for

a) food.
b) water.
c) safety.
d) all of the above.
e) none of the above.

9. Frustration results from

a) intense work.
b) blocked needs.
c) anger.
d) quietness.
e) both C and D.

10. When aggression in nursery school children was studied, it was found that the large majority of aggressive responses

a) led to counter-attacks by others.
b) led to a gain for the aggressor.
c) led to teacher intervention.

11. The best way to promote constructive methods for dealing with frustration is to

a) tell people what to do.
b) help people to understand motivation and behavior.
c) provide a model for the individual to follow.
d) both A and C

12. The most important thing about studying human behavior is that we can learn to

a) avoid frustrations that bother us.
b) better satisfy our needs and wants.
c) handle other people better.
d) be more successful in business.
e) none of the above.

13. By immediate physical setting we mean

a) what the person's physical condition was.
b) what city the person lives in.
c) everything in the setting of the behavior.
d) everything in the setting of the behavior at a given time.
e) none of the above.

14. According to Maslow, the most difficult needs to satisfy are

a) physical needs.
b) love needs.
c) safety needs.
d) self actualization needs.
e) all of the above.

15. Frustration occurs most often when

a) a person satisfies a need in the wrong manner.
b) when a person responds aggressively.
c) when a person has a need that is blocked.
d) a person clarifies his values.
e) when a person doesn't know how to satisfy a need.

UNIT II - CONTROLS

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

16. It is helpful to understand the controls a family has on an individual so that

a) the person can learn to accept the controls.
b) the person can avoid the controls.
c) the person can learn alternative ways of responding to controls.
d) none of the above.
e) all of the above.

17. Controls are helpful to an individual when they

a) are carefully chosen.
b) satisfy needs of the individual.
c) when they are accepted by the individual.
d) none of the above.
e) all of the above.

18. Inner controls are

a) controls from within a group.
b) controls imposed by the individual himself.
c) controls from within a family.
d) physical controls.

19. Inner controls usually begin with

a) careful planning by a person.
b) outer controls.
c) both a and b.
d) none of the above.

20. Control can be exercised over a person by

a) any power in the society that is stronger than the individual.
b) any power with something the individual wants or needs.
c) any power that is viewed by most of the people as just.
d) all of the above.
e) none of the above.

21. Institutions break down when they

a) are old.
b) are weak.
c) provide for few needs.
d) are hated.
e) are loved.

22. Conflict and disagreement in the family

a) are necessary to growth.
b) are hindrances to growth.
c) occur mainly in unhappy families.
d) always leads to a loss of mutual respect.

23. Peer groups exert control over individuals and have rules that are both sensible and unreasonable.

a) T
b) F

24. A person's peer groups consists of people

a) who he wishes to be like and join.
b) with whom he has equal status.
c) who have leadership positions.
d) who follow his lead.

25. In an institution such as the school, there is control over

a) students.
b) teachers.
c) administrators.
d) some of the above.
e) all of the above.

26. Which of the following organizations or groups have control over media content?

a) The FCC
b) Business (sponsors)
c) The consumer
d) All of the above

27. Inner controls are well thought through acceptances of the controls from outer institutions.

a) T
b) F

28. The purpose of studying controls is to

a) help people become more aware of controls.
b) learn how controls affect their feelings and needs.
c) learn alternative ways to control others.
d) both B and C.
e) all of the above.

29. Some control-rich areas that probably affect people's life are

a) the family.
b) friends.
c) school.
d) mass media.
e) all of the above.

30. A community can be defined as

a) one person who lives in a geographical setting.
b) two people who share common experiences.
c) more than twenty-five people who live in a certain geographical setting and share common experiences.
d) as little as two people who share a common set of experiences in a particular geographical setting.
e) none of the above.

UNIT III - REAL SELF

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

31. People can generally understand other people

a) less easily than they can understand themselves.
b) more easily than they can understand themselves.
c) equally as well as they can understand themselves.

32. Other individuals and groups should never try to dictate to the individual a definition of himself or herself.

a) T
b) F

33. Feelings are mental events and can be understood if studied carefully while avoiding concern with physical sensations.

a) T
b) F

34. Self esteem is best built through

a) the experience of personal decision-making.
b) the constant support of parents and friends.
c) handling nearly impossible obstacles well.

35. Just as there are changes in values as society grows, there are some traditional ideas that survive and have as much worth for the modern individual as they did for his grandparents.

a) T
b) F

36. People have more than one role in life, and they should try to be the same in all their roles.

a) T
b) F

37. Part of self awareness is being able to

a) feel a sense of self worth.
b) feel a sense of uniqueness.
c) laugh about oneself.
d) two of the above
e) all of the above

38. A self actualizing person

a) is a perfectionist
b) is concerned about agreeing or disagreeing with others.
c) knows how to avoid criticism.
d) above all enjoys other people.
e) none of the above
f) all of the above

39. The self-actualized person is one who

a) has respect for others.
b) is aware of societal controls which deny his individuality.
c) knows who he is in a given circumstance.
d) all of the above

40. Taking drugs can satisfy one's self esteem by

a) providing an escape from reality.
b) increasing peer status.
c) improving self image.
d) all of the above.
e) none of the above.

41. People get their input through

a) eyes and ears.
b) nose, mouth and touch
c) reflexes.
d) both a and b.
e) none of the above.

42. Getting in touch with one's needs and feelings

a) helps a person to better understand himself.
b) usually is frustrating and dangerous.
c) helps one to better understand others.
d) all of the above
e) none of the above

43. Many people spend a great deal of time trying to live up to what other people think we should be like. This has been called

a) role identification.
b) hero worship.
c) model emulation.
d) "curse of the idea 1."
e) none of the above

44. Which of the following statements is correct?

a) Self-esteem is knowing one is different from everyone else and accepting one's self as unique.
b) Self-esteem is knowing one is similar to everyone else, and accepting everyone as an equal.
c) Self-esteem is being able to accept oneself whether one is different or the same as most people.
d) None of the above
e) All of the above

45. Some people take drugs to help them cope with a sagging self-image because

a) drugs increase one's awareness of self.
b) drugs help one to temporarily escape from reality.
c) one can gain admiration for knowing a lot about drugs.
d) both b and c.
e) all of the above.

UNIT IV - VALUES

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

46. A belief

a) is the result of a value.
b) precedes a value.
c) is stronger than a value.
d) is like a feeling.

47. Values deal with

a) facts.
b) feeling.
c) judgments.
d) alternatives.
e) more than one of the above.

48. Value clarification

a) is aimed at one's own values.
b) is understanding the values of others.
c) is moralizing about values.
d) is convincing others of one's values position.

49. Conflict in decision-making is causes by

a) conflicting needs.
b) frustration.
c) unclear values.
d) two of the above.
e) all of the above.

50. A personal problem can best be solved by

a) trying not think about it.
b) trying to figure out how the problem occurred.
c) deciding how the needs can be better satisfied.
d) asking an older person for help.

51. An activity has value if it increases the worth and dignity of the individual

a) and contributes to others in the society.
b) and does not infringe on others.
c) and does not run counter to social values.
d) all of the above
e) two of the above

52. Value decisions are difficult because they occur in areas where

a) there is conflicting information.
b) there are conflicting opinions.
c) there are few confusions.
d) three of the above
e) two of the above

53. To make a value decision, an individual needs

a) to be free from parental values.
b) to be free to accept parental values.
c) both of the above
d) neither of the above

54. The valuing process does not require a public commitment by the individual.

a) T
b) F

55. Grantly High has 458 students this year as compared to 250 last year because a school board decision permitted area parents to choose between two local schools.

a) This is a factual statement.
b) This is a theoretical statement.
c) This is a value level statement.

56. Accepting authority means to look to some other, usually important person for values rather than listening to an inner source or "voice."

a) T
b) F

57. Behavior problems, frustration, and indecisiveness are more often produced by

a) the valuing process.
b) value conflicts.
c) lack of value clarification.

58. When we say "valuing" we mean

a) identifying motivational forces.
b) clarifying short and long-term effects.
c) using decision-making skills.
d) clarifying your feelings and wants.
e) none of the above.

59. In order for something to really be a value, it must be

a) stated openly.
b) publicly acted upon.
c) chosen after considering all alternatives.
d) both a and c.
e) all of the above.

60. Which of the following statements is correct?

a) Values are strongly held beliefs that very often change.
b) Values are feelings that a person has about minor issues.
c) Values are attitudes a person has about personal problems.
d) Values are strongly held beliefs that are acted out in one's life.
e) More than one of the above

UNIT V - RESPONSE

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

61. One of the best ways to learn more about oneself is through

a) reading.
b) feedback.
c) regression.
d) factoring.
e) none of the above.

62. Being aware of one's needs and actions may help one

a) consider alternative responses and their consequences.
b) get along with other people better.
c) understand one's self and other's better.
d) make better decisions.
e) all of the above

63. Feedback from other people

a) is usally very negative and harmful.
b) is the most important part of the valuing process.
c) involves risk and trust.
d) can give one a better understanding of how other people see him.
e) both C and D

64. The Decision-Making process involves

a) examining what feelings you are trying to satisfy.
b) examining the immediate and remote effects of a decision.
c) examining the people and properties involed in a decision.
d) two of the above.
e) all of the above.

65. If a person takes responsibility for his feelings and actions,

a) he is in a position of power-not helplessness.
b) he can easily be victimized.
c) he is now outer-controlled.
d) both A and C
e) none of the above

66. If a person is angry,

a) he chose to become angry.
b) someone may have made him angry.
c) some situation may have made him angry.
d) both B and C
e) all of the above

67. When people have feelings they are usually reacting to

a) actions.
b) needs.
c) resources.
d) settings.

68. Examining the "long term" effects of behavior is important because

a) it gives people time to plan carefully.
b) short term effects are not so important.
c) the consequences of "short and long term" effects may not be the same.
d) the "long term" effects of one's behavior affect more people.

69. A constructive response requires

a) self awareness first, then awareness of others.
b) awareness of others first, then self awareness.
c) that one focus on facts in a situation, not people.
d) that one be equally aware of self and others.

70. Constructive responses have beneficial, long term effects; non-constructive responses have only immediate effects.

a) T
b) F

71. Determination of the value of a response must be done by reference to

a) feelings and motives.
b) alternatives and reason for the choice made.
c) immediate and long term effects
d) two of the above
e) three of the above

72. To be responsible means to follow the generally accepted or legally constituted rules of a social group.

a) T
b) F

73. Some people can be responsible and still commit unlawful acts.

a) T
b) F

74. Persons who take responsiblity for their decisions and values

a) usually refuse something by saying "I won't do it."
b) usually refuse something by saying "I can't do it."
c) would avoid public refusals and thus reduce confrontations.
d) would not be concerned about the wording of a refusal.

75. In making a decision, it is necessary to isolate the key-factor, which is

a) the issue at hand.
b) the "people involvement."
c) the aspect which can't be changed.
d) the aspect which should be changed.

UNIT VI - CHANGE

Directions

Be sure and write your name, school, and date on each answer sheet. Write the name of your school in the space marked subject.

Select the best answer from the choices given for each question. Blacken the corresponding letter on the answer sheet provided. In marking your answer sheet, be sure that the number of the statement agrees with the number on your answer sheet.

76. It is important to examine whether or not you have changed because

a) change is usually positive.
b) it is necessary in the total evaluation of your behavior.
c) it is good to know you have the ability to change.
d) none of the above.

77. Change is

a) always positive.
b) always negative.
c) sometimes positive.
d) none of the above.

78. Each time a person has an experience he

a) changes.
b) remains the same.
c) either a or b

79. Controls deal with

a) the influence others have on an individual's behavior.
b) the amount an individual controls his own behavior.
c) the influence others and the individual himself have on his own behavior.
d) none of the above.

80. Setting goals to guide one's behavior is

a) unrealistic because no one knows what the future will bring.
b) an important planning process.
c) not sound because of the disappointing experience when they are not achieved.
d) important so that others are aware of what an individual is striving for.

81. In making a difficult personal decision it is important for one to

a) go about decision making in an orderly manner.
b) ask someone he trusts to make the decision for him.
c) avoid making decision he is not sure of.
d) more than one of the above.

82. To achieve a goal, the goal should be

a) conceivable.
b) believable.
c) controllable.
d) more than one of the above.
e) all of the above.

83. When a project or plan is very important, and must rot fail, one should

a) plan very carefully.
b) seek a professional person to carry out all planning.
c) allow for periodic progress reports.
d) have an alternative plan.
e) all of the above

84. A life review line should include

a) all the important events of a person's past.
b) important events of a person's past and present.
c) important events of the past, present, and projected future.

85. Which of the following statements is correct?

a) Everything living is is in a constant state of change.
b) Nothing living can change unless it wishes to change.
c) After a person reaches the age of reason, he never really changes.
d) both b and c
e) none of the above

86. The most important tool for planning is

a) time.
b) intelligence.
c) personal and professional help.
d) a method.
e) all of the above.
f) none.

87. Choose one of the following statements as the most correct.

a) Some people appear to change, but never really change at all.
b) A person is always in the process of changing.
c) Change means regress and recess.
d) Both A & B
e) All of the above

88. A Futurist is a person who

a) does not change unless it is for the better.
b) has a positive attitude about naturalness & necessity of change.
c) seeks stability rather than process.
d) is yet to be born.
e) both a and b

89. A Successful goal need not be

a) measurable.
b) desirable.
c) achievable.
d) all of the above.
e) none of the above.

90. One of the first things one should do in setting up a plan to measure a goal:

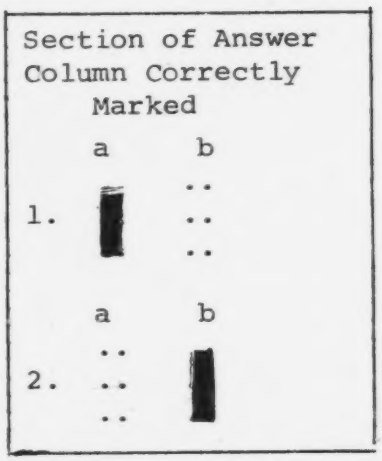
a) Set up a time table for how long it will take.
b) Make a periodic progress report.
c) List all the people involved in the plan.
d) Write down what one wants to do.
e) Write down the probable cost.

A-2 SELECTED SECTIONS-PERSONAL ORIENTATION INVENTORY

Selected Sections - Personal Orientation Inventory

DIRECTIONS:

You are to mark your answers on the answer sheet you have. Look at the example of the answer sheet shown at the right. If the statement is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See example Item 1 at right.) If the statement is FALSE or MOSTLY FALSE as applied to you, blacken between the lines in the column headed "b". (See example Item 2 at right.) If the statement does not apply to you, or if it refers to something you don't understand, make no answer on the answer sheet. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.



In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

Before you begin the inventory, be sure you put your name, age, and date in the space provided on the answer sheet.

Section one of the test should be marked on the side of the answer sheet where your name appears. Section two questions should be answered on the blue shaded side of the answer sheet.

Section I -

1. I often make my decisions spontaneously.
2. I live by values which are primarily based on my own feelings.
3. My moral values are self-determined.
4. I trust the decisions I make spontaneously.
5. I believe the pursuit of self-interest is not opposed to interest in others.
6. I believe that man is essentially good and can be trusted.
7. I feel free to be myself and bear the consequences.
8. For me, work and play are the same.
9. Kindness and ruthlessness need not be opposites.
10. The truly spiritual man is sometimes sensual.
11. I enjoy detachment and privacy.
12. It is better to be yourself.
13. I have had an experience where life seemed just perfect.
14. I am assertive and affirming.
15. It is a good idea to think about your greatest potential.
16. I am able to risk being myself.
17. I am self-sufficient.
18. I find some people who are stupid and uninteresting.
19. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.
20. People are both good and evil.
21. I can like people without having to approve of them.
22. I am not absolutely bound by the principle of fairness.

Section I - (continued)

23. When a friend does me a favor, I do not feel that I must return it.

24. I do not always tell the truth.

25. I do not feel obligated when a stranger does me a favor.

26. I do not feel that I have a right to expect others to do what I want of them.

27. I can put off until tomorrow what I ought to do today.

28. I can give without requiring the other person to appreciate what I give.

29. I feel free to not do what others expect of me.

30. It is possible to live life in terms of what I want to do.

31. I do not always need to live by the rules and standards of society.

32. I am not bound by my duties and obligations to others.

33. Expressing myself is most important.

34. I do not always feel bound to keep the promises I make.

35. Appearances are not terribly important.

36. I need not always assume responsibility for other people's feelings.

37. I don't mind laughing at a dirty joke.

38. For me, work and play are the same.

39. I can be silly when I feel like it.

40. Kindness and ruthlessness need not be opposites.

41. The truly spiritual man is sometimes sensual.

42. I am not orthodoxly religious.

43. I do not feel bound by the motto, "Don't waste your time."

Section I - (continued)

44. I do not feel the need to be doing something significant all of the time.

45. Sometimes I cheat a little.

46. "Killing time" is not a problem for me.

47. There are times when honesty is not the best policy.

48. I can feel comfortable with less than a perfect performance.

Section II -

1. No matter how hard I try, my feelings are often hurt.
2. I live by values which are primarily based on my own feelings.
3. I have no objection to getting angry.
4. I do not put others' interests before my own.
5. I sometimes feel embarrassed by compliments.
6. I believe in saying what I feel in dealing with others.
7. I live in terms of my wants, likes, dislikes and values.
8. There are times when just being silent is the best way I can express my feelings.
9. I feel free to be angry at those I love.
10. My basic responsibility is to be aware of my own needs.
11. I can feel right without always having to please others.
12. It is not necessary for me to avoid sorrow.
13. I feel free to express both warm and hostile feelings to my friends.
14. There are many times when it is more important to express feelings than to carefully evaluate the situation.
15. As life goes on, I continue to know more and more about my feelings.
16. I feel free to show both friendly and unfriendly feelings to strange
17. People should express honestly felt anger.
18. I am able to express my feelings even when they sometimes result in undesirable consequences.
19. I do not feel ashamed of my emotions.
20. I have had mysterious or ecstatic experiences.

Section II - (continued)

21. I can express affection regardless of whether it is returned.

22. I am not afraid to be tender.

23. Sometimes I feel so angry I want to destroy or hurt others.

24. I am not absolutely bound by the principle of fairness.

25. I often make my decisions spontaneously.

26. I trust the decisions I make spontaneously.

27. I can "stick my neck out" in my relations with others.

28. I need not justify my actions in the pursuit of my own interests.

29. I feel free to be angry at those I love.

30. Expressing myself is most important.

31. There are many times when it is more important to express feelings than to carefully evaluate the situation.

32. I feel free to be myself and bear the consequences.

33. I don't mind laughing at a dirty joke.

34. Two people can get along best if each person feels free to express himself.

35. I do not actively attempt to avoid embarrassment.

36. I do not blame my parents for my troubles.

37. I can be silly when I feel like it.

38. I can express affection regardless of whether it is returned.

39. I am able to risk being myself.

40. Being myself is helpful to others.

41. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.

A-3 STUDENT FEEDBACK FORM

STUDENT FEEDBACK FORM
The New Model Me

School _____ Unit Title _____

This unit and others will be rewritten and gathered into a total curriculum. We appreciate your reactions and suggestions to help us further develop this course of study.

1. Which of the activities in this unit would you keep when it is rewritten?

   Why?

2. Which activities in this unit would you not include in future revisions?

   Why?

3. List any activities you might add to this unit.

Please respond to the following questions by circling one answer for each question.

1. My understanding of human behavior has improved from working with the units.

   a) disagree b) somewhat agree c) agree d) strongly agree

2. The behavior equation is meaningful to me.

   a) disagree b) somewhat agree c) agree d) strongly agree

3. A course of this nature is valuable for all high school students.

   a) disagree b) somewhat agree c) agree d) strongly agree

4. I enjoyed working with the activities of this unit.

   a) disagree b) somewhat agree c) agree d) strongly agree

5. The units helped me better understand my own behavior.

   a) disagree b) somewhat agree c) agree d) somewhat agree

6. I felt comfortable working with the activities in the units.

   a) disagree b) somewhat agree c) agree d) strongly agree

(over)

. The activities in the units were a new experience for me.

a) disagree b) somewhat agree c) agree d) strongly agree

. How did the unit of this program compare with other text materials you have used in other courses

a) Low b) Average c) High d) Very High

To what degree were the following teaching methods used in presenting the materials?

	Used Often	Used Sometimes	Used Rarely	Never Used
Lecture Style	____	____	____	____
Open Class Discussion	____	____	____	____
Small Group Discussion	____	____	____	____
Question-answer Style	____	____	____	____
Student Initiated Individual Projects	____	____	____	____
Student Initiated Group Projects	____	____	____	____
In-class Reading	____	____	____	____
Teacher Assigned Projects	____	____	____	____
In-class Reporting by Students	____	____	____	____
Group Attendance at Movies or Other Audio-visual Presentations	____	____	____	____
Other Methods or Approaches	____	____	____	____

Explain:

A-4 TEACHER FEEDBACK FORM

Please try to return this sheet together with the critiqued unit to us by February 15, 1973, so that we can incorporate your ideas into our prototype edition.

	YES	NO	WHY
The Activities in this unit were appropriate for meeting the unit's stated objectives	____	____	_____
Instructions to the Teacher and Student were clearly stated	____	____	_____
Activities in the Unit were appropriate for 9-12th grade students —	____	____	_____
Activities in this unit followed a logical sequence	____	____	_____
There was very little repetition and/or overlap in activities	____	____	_____
Reading and comprehension level was appropriate for 9-12th grade students —	____	____	_____

List any activities or ideas you would want included in this unit:

_____

Consultant's Signature

A-5 PROBLEMS AND SOLUTIONS QUESTIONNAIRE

School _____

Teacher _____

Date _____

PROBLEMS AND SOLUTIONS QUESTIONNAIRE

Everyone sees problems and solutions to them in different ways. Please write a short paragraph telling how you feel about each situation.

I. In the following two stories, the ending is to be provided by you.

A. One student offers to help another out in an exam. Both are good students and usually study together. The friend in need has had to stay up and care for a sick dog all night, an excuse that would not be accepted by the school as a basis for his taking the exam later.

B. Two students go to a party. Neither uses drugs. Larry has a driver's license, but Bill will not receive his until a month later. Bill has driven a car on private lanes in the country and knows how to handle a car. As a prank, someone gives Larry a coke that has been doctored with barbiturates. Larry, feeling tired and dizzy, begins the drive home. Half way there, he pulls over to the side of the road and slumps forward. Larry tells Bill that he's sure it's a drug effect and that he cannot afford to have anyone called in to help him, because that would lead to a raid and a good friend is still at the party. He asks Bill to drive the car to his (Larry's) home, and then walk the two blocks to (Bill's) home...

II. Think of a time when you had a difficult decision to make or a problem to solve, and you found a way to handle it to your satisfaction. Briefly describe the situation.

A. What was your action? Explain why you are satisfied with your performance?

B. Would you change what you did in any way should the same situation occur again in the future? If so, explain.

A-6 BEHAVIOR KNOWLEDGE TEST FOR TEACHERS

BEHAVIOR KNOWLEDGE INVENTORY

SECTION I- Please read the following papragraphs. Select the best statement from among those which follow each paragraph and indicate your choice by circling the appropriate letter on the Answer Sheet.

1. Education best prepares a child to deal with a world where knowledge is constantly growing and changing by:

   a) Teaching children the standards for evaluation courses of action
   b) Teaching children what to do in various situations
   c) Teaching children more effective decision-making processes.

2. The causal approach emphasizes most

   a) The present situation
   b) The past events
   c) The future consequences
   d) Two of the above equally
   e) All of the above equally.

3. By seeking to determine what lies behind over-aggressiveness and misbehavior in a teacher

   a) Might find a student's actual needs to be far different from what they appear to be
   b) Might open up areas that hurt the student emotionally
   c) Might find the student has learned negative means for expressing emotions
   d) a and b
   e) a and c
   f) b and c.

4. In this culture aggression against others is

   a) disapproved
   b) approved
   c) both a and b
   d) neither a nor b

5. Aggressive behavior in students can be controlled by

   a) punishing undesirable behavior
   b) helping students understand why they act as they do
   c) natural process of maturation
   d) both a and b

6. Children from families where there is much physical aggressive behavior, when compared with those from families where there is little, are

a) More likely to be aggressive themselves
b) More likely to be fearful and withdrawn
c) More likely to be tolerant of aggression
d) More likely to be seriously emotionally disturbed.

7. To establish rapport between himself and a student, it is best for the teacher

a) To reduce by instruction differences in their value systems
b) To acknowledge and accept differences in their value systems
c) To ignore differences in value systems and teach the curriculum
d) To examine differences in their value systems.

8. The "Causal" approach to behavior can be explained through individual's

a) motivating forces
b) resources
c) immediate physical setting
d) all of the above

9. "Dealing With Causes of Behavior" is a program designed to

a) immediately decrease aggressive behavior in students
b) teach children the faults of being aggressive
c) provide students with an understanding of human behavior
d) reward students for good behavior

10. The causal approach would emphasize which of these statements about the study of human behavior:

a) The process of decision-making is fairly stable, even though effects may change
b) The process of decision-making changes from instance to instance, even though effects are stable
c) Both the decision-making process and effects are subject to gross changes
d) Both the decision-making process and effects are relatively stable.

11. The disadvantaged child often has physical problems which interfere with academic success. A child may appear healthy when actually he may be badly undernourished, because of the lack of money or knowledge of proper nutrition. The result may be

a) poor school performance
b) emotional unstability
c) susceptibility to illness
d) none of these
e) all of these

12. The body of knowledge concerning human behavior

a) Has not become large enough to warrant its being systematically taught to students
b) Is primarily a discipline of academic interest which lacks scientific rigor
c) Contains information relevant for individual and personal decision-making
d) Can be taught to students, but the results might be harmful.

13. In explaining the behavior of an individual at a given time, knowledge of how social groups behave is often

a) Inadequate
b) Sufficient
c) Irrelevant
d) Unhelpful

14. Motivating forces of an individual result from

a) mild frustration
b) needs
c) un-met needs
d) none of the above

15. Frustration can be reduced in an indivudal if he

a) reorganizes his needs
b) ignores the frustration
c) choose an alternative way to solve the problem
d) reduces his motivating forces.

16. For maximum self realization of the individual, a given developmental task (such as learning to walk, learning one's sex role, development of independence from parents) should be mastered:

a) As early as possible
b) Before the individual graduates from school
c) Anytime before maturity is attained by the individual
d) At the time the social group expects its mastery
e) Anytime that is convenient

17. Which of the following best describes the order in which the needs listed tend to come to the awareness of the individual:

a) Love needs; physical needs (hunger, etc.); self-respect need; physical safety needs.
b) Physical needs (hunger, etc.); self-respect needs; love needs; physical safety needs.
c) Love needs; physical safety needs; physical needs (hunger, etc.); self-respect needs.
d) Physical needs (hunger, etc.); physical safety needs; love needs; self-respect needs.
e) Physical safety needs; physical needs (hunger, etc.); self-respect needs; love needs.

18. Betty just moved to town. At her former school she was a good student and popular with her classmates. At her new school she is having difficulty. She wants to be accepted but is not. Which is the most helpful first step that Betty could take:

a) Do the same things she did at the former school only try harder.
b) Develop a new skill
c) Gather information to see why she is not so popular.
d) Admit that this often happens in life and live with it.
e) Find out who the most popular girl is and try to make friends with her.

19. Many young men have well developed athletic skills which help them gain recognition and approval from their classmates. Suppose these young men found summer jobs at various places such as lumber camps and the like. Which of the following is most accurate:

a) Their need for recognition would no longer be strong and they would forget about their athletic skills.
b) Their need for recognition would no longer be strong but they would continue to engage in sports much the same as they did while in school.
c) Their need for recognition would remain strong and they would immediately set about learning new ways of gaining it.
d) Their need for recognition would remain strong and they would try to use their athletic skills according to the opportunity available.
e) Each young man would behave according to the laws of choice.

20. The person who has to win at every game regardless of the feelings of others more than likely will:

a) Eventually have problems in getting along with others
b) Become very popular and well liked
c) Probably feel good each time he wins
d) Both 1 and 3

BEHAVIOR KNOWLEDGE INVENTORY

(Teacher Response Sheet)

Name _____ Grade Teaching _____

School _____ Years of Experience _____

Date _____ Age _____ Sex F M

Race _____ Marital Status S M W D

Check the appropriate answer

1. a____ b_____ c_____ d_____ e_____ f_____
2. a____ b_____ c_____ d_____ e_____ f_____
3. a____ b_____ c_____ d_____ e_____ f_____
4. a____ b_____ c_____ d_____ e_____ f_____
5. a____ b_____ c_____ d_____ e_____ f_____
6. a____ b_____ c_____ d_____ e_____ f_____
7. a____ b_____ c_____ d_____ e_____ f_____
8. a____ b_____ c_____ d_____ e_____ f_____
9. a____ b_____ c_____ d_____ e_____ f_____
10. a____ b_____ c_____ d_____ e_____ f_____
11. a____ b_____ c_____ d_____ e_____ f_____
12. a____ b_____ c_____ d_____ e_____ f_____
13. a____ b_____ c_____ d_____ e_____ f_____
14. a____ b_____ c_____ d_____ e_____ f_____
15. a____ b_____ c_____ d_____ e_____ f_____
16. a____ b_____ c_____ d_____ e_____ f_____
17. a____ b_____ c_____ d_____ e_____ f_____
18. a____ b_____ c_____ d_____ e_____ f_____
19. a____ b_____ c_____ d_____ e_____ f_____
20. a b

ATTACHMENTS B.

Unit Test Mean Scores and Standard Deviations
for Individual Cells, Toledo Area Study

Attachment B

Unit Test Mean Scores and Standard Deviations
for
Individual Cells, Toledo Area Study

Unit Test
Toledo SS

		Pre							Post						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
M	E	13.6	12.4	12.4	9.6	10.1	13.5	12.0	17.5	16.8	16.9	12.2	12.1	18.1	16.2
		1.5	4.1	3.8	3.6	1.4	4.2	3.8	3.0	3.0	3.6	5.3	4.0	3.5	2.4
F		10.4	10.2	15.5	8.1	9.9	13.4	11.8	16.5	15.1	18.9	12.2	9.1	17.8	18.8
		3.7	4.2	1.9	4.2	1.1	2.2	4.4	3.8	4.3	1.6	4.5	3.9	5.8	3.0
M	C	12.8	11.4	11.4	7.5	11.5	12.6	11.2	9.1	11.5	10.8	8.4	9.9	11.2	10.9
		2.7	2.2	4.2	3.4	3.4	4.3	2.4	3.4	5.1	3.9	2.8	2.1	4.0	3.9
F		9.6	11.0	12.1	9.4	7.5	11.9	14.1	10.0	12.2	12.2	8.2	8.4	10.9	14.8
		3.1	2.4	4.0	4.2	3.2	3.4	3.4	2.8	2.6	4.2	3.1	3.6	3.4	2.7

ATTACHMENTS C.

POI Test Mean Scores and Standard Deviations
for Individual Cells, Toledo Area Study

Attachment C

POI Test Mean Scores and Standard Deviations
for
Individual Cells, Toledo Area Study

Unit Test
POI Toledo SS

		Pre							Post						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
M		59.1	54.9	51.4	51.0	55.0	57.2	55.1	66.2	63.0	60.9	57.2	63.4	60.5	62.8
E		9.0	8.3	8.1	11.8	9.0	8.0	10.1	3.8	9.7	9.4	8.2	7.4	8.0	5.6
F		54.6	57.2	64.2	54.9	53.8	54.5	58.8	63.2	64.4	68.9	58.0	60.1	61.1	65.5
		11.1	9.5	7.6	10.0	7.1	8.6	4.2	6.4	11.0	9.3	7.7	9.5	8.3	3.7
M		47.9	56.4	56.6	52.1	54.5	56.8	61.5	54.6	52.0	55.9	49.6	51.2	57.8	56.4
C		6.1	5.2	10.4	5.9	6.0	5.4	11.2	12.3	10.0	12.7	7.3	11.8	7.4	14.8
F		58.0	59.1	56.5	58.6	54.6	55.3	64.8	56.0	48.9	52.0	54.9	48.0	52.0	55.4
		6.8	11.6	5.8	9.0	8.5	9.5	6.7	8.2	11.8	10.9	12.0	15.3	13.2	7.2

ATTACHMENTS D.

Unit Test Mean Scores and Standard Deviations
for Individual Cells, Lorain-Cleveland Area Study

Attachment D

Unit Test Mean Scores and Standard Deviations
for
Individual Cells, Lorain-Cleveland Area Study

Unit Test
Cleveland SS

	Pre					Post			
	1	2	3	4		1	2	3	4
E	13.2 4.2	12.9 3.6	10.0 3.0	12.1 2.4		14.7 3.9	15.8 3.5	16.0 3.0	15.5 1.9
C	11.6 4.0	14.0 3.8	13.6 2.1	13.7 1.9		10.2 2.3	11.3 2.9	12.5 4.5	13.2 2.5

$2x^2$25302.2

ATTACHMENTS E.

POI Test Mean Scores and Standard Deviations
for Individual Cells, Lorain-Cleveland Area Study

Attachment E

POI Test Mean Scores and Standard Deviations
for
Individual Cells, Lorain-Cleveland Area Study

Unit Test
POI Cleveland

	Pre					Post			
	1	2	3	4		1	2	3	4
E	62.9 9.2	61.5 7.6	56.9 7.5	60.1 9.4		64.1 9.5	65.9 10.5	60.6 9.6	65.9 9.4
C	55.9 7.4	59.0 12.1	54.6 8.2	54.6 9.8		57.0 7.5	56.9 11.3	55.1 10.5	53.9 8.8

ATTACHMENTS F.

Unit Test Mean Scores and Standard Deviations
for Individual Cells, Counselor Study

Attachment F

Unit Test Mean Scores and Standard Deviations
for
Individual Cells, Counselor Study

Unit Test
Counselor Study

N_E=10
N_T=16(10)=160

	Pre					Post			
	1	2	3	4		1	2	3	4
E $\bar{x}$	11.7	11.7	14.7	14.4		13.5	13.1	17.6	17.5
S.D.	2.9	2.8	2.0	2.5		4.0	3.5	3.3	4.9
C $\bar{x}$	10.8	12.4	15.8	15.1		8.8	12.0	14.6	14.8
S.D.	3.0	4.0	3.6	2.2		2.3	5.1	4.0	2.6

ATTACHMENTS G.

Scoring Criteria for Problems
and Solutions Quesionnaire

Attachment G

Scoring Criteria
for
Problems and Solutions Questionnaire

The two unfinished stories can be scored for one or two characteristics:

Story A. One Point -- the response deals with the issue of cheating rather than ignoring same.

Two Points-- the response deals with the issue of cheating and finds some alternatives for handling the situation.

Story B. One Point -- the response involves accepting the necessity of doing something illegal, but takes responsibility and finds ways to make amends or accepts consequences.

Two Points-- the response finds alternatives to illegal activity.

The personal problem solving example was scored for three characteristics:

One Point -- a cause-effect sequence was presented

Two Points -- a value based decision was detailed

Three Points-- the decision was explained on the basis of needs

ATTACHMENTS H.

Reaction Letters
from Consulting Experts

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

16 February 1973

Dear Mr. Dresser,

I have had a chance to examine your materials and I am very positively struck by how attractive and how relevant they are. I am convinced that you are on the right track and that students will find them involving and even significant in their lives.

I heartily endorse your focus on aggression. I think it is the right unifying theme and my own observations of secondary school children indicate that there is no focus more vitally needed.

The Teachers' Manual is exceptionally well done. Teachers will feel very secure with it and will grow in their understanding of what teaching is all about, just from following your instructions. However, I do feel that teachers will need much more training than you imply, and I urge you to think seriously of conducting in-service teacher training workshops before teachers could use these materials.

One significant omission seems to me to be a serious consideration of what we call "killer-statements." These are the put-downs and the ridicule and the laughter that adolescents use on each other when they are embarrassed or feeling uneasy and under some distress. Until the issue of killer statements is dealt with (and not punitively) the tenderness of the work in affective education cannot go on.

In conclusion, I would say that all in all this is one of the finest curriculum projects that I am aware of in the entire country. I think so much of it is important, and an accurate assessment of the problems of today's youth, and I congratulate you on this significant effort. It is a real privilege to be able to encourage you so enthusiastically.

Sincerely,

Sidney B. Simon
Professor of
Humanistic Education

KENT STATE
UNIVERSITY
KENT, OHIO 44240

THEORETICAL FOUNDATIONS
OF EDUCATION
(216) 672-2472

February 28, 1973

Dr. Theodore Buerger, Project Director
The New Model Me Curriculum Project
Lakewood City Public School System
1470 Warren Road
Lakewood, Ohio 44107

Dear Dr. Buerger:

I have just now finished my final critique of the New Model Me curriculum developed under your direction. My written critique of the specific units will be forwarded to you very shortly. What follows is some general evaluative comments on the project as a whole.

In general, this is one of the more outstanding curriculum projects that I have been connected with in a consultancy role. First, and most important, it is a direct response to a need of the schools of Ohio to respond to students by developing new materials on the problems of human development: individual and social. In a very real sense, and not in its flip and "hip" meaning, the curriculum starts where the students are at. Secondly, I am enthused by the generally successful attempt to integrate the thought, feeling, and action concepts in one curriculum. Thirdly, it shows the carefulness of design and the right amount of pedagogical sensitivity that is often missing in many of the supposed innovative curriculum projects of the last few years. Fourth, it is well written and the students will have little difficulty in understanding what is expected of them and what it is the curriculum on the control of aggressive behavior is trying to accomplish. Fifth, I am particularly impressed by the number and quality of integrative activities that are offered for the use of both teachers and students: teachers will be as enthused by its activity orientation as the students.

The introductory material to the teacher is specific, well thought out and therefore helpful. I do believe, however, that the curriculum itself could be strengthened by some attempt to more directly train the teachers themselves in the use of the curriculum, particularly in building the skills to use the activities correctly. I would like to see developed more specific summarizing activities of the new performance behavior gained by the students within the specific units. Without these it may be difficult for some teachers to evaluate the competency levels reached by each student.

In concluding I think it important also to indicate that the curriculum is easily adaptable to and by various kinds and types of school districts. This is a great strength. After all, what we are all trying to do is to get new ideas, new materials, and new responses into the classrooms of Ohio. I think the curriculum you and your colleagues have developed will be a great contribution to that purpose.

Sincerely,

Thomas D. Moore

Thomas D. Moore
Associate Professor of Education,
Philosophy of Education

TDM:eh

TO: John Rowe, Project Director, Agressive Behavior Project, Lakewood Public Schools.

FROM: William F. Hamilton

Date: March 12, 1973

The New Model Me, is in general, well conceived, has activities that are appropriate for meeting the unit's objectives, are appropriate for 9-12th grade students, are within the reading and comprehension level of 9-12th grade students, are in a logical sequence and have clearly stated instructions.

While the course of study is, in general, as stated in the first paragraph, there are those things that appear to need correcting or rearranged. The critique of the course of study has been marginally noted in the Teacher's Manual. In my judgment the notations should be considered seriously by the writing team. One thing further, it would be wise to expand the unit on the future. Material and activities in this area of study are proliferating at such a speed it almost demands that we spend at least two-thirds of our time considering the future.

The New Model Me, is a needed addition to many curriculum offerings in the schools. The affective domain has been neglected in many instances or at least not recognized. Where this need is not being fulfilled I would recommend the use of the project.

Finally, I believe that I could use this material to great advantage and that, most importantly, students of the 1970's would benefit greatly from the project. The students should by the direction set by the units soon become learners who will orchestrate their own education.

William F. Hamilton

Humanities/Communications Coordinator
Lakewood High School

ST. EDWARD HIGH SCHOOL
13500 DETROIT AVENUE
LAKEWOOD, OHIO 44107
PHONE 221-8830

Conducted by:
BROTHERS OF HOLY CROSS

March 14, 1973

Dear John and Bill,

I have recently completed using much of the material in New Model Me with my sophomores in my theology classes. The students and I both enjoyed the activity approach to learning. And even more, we appreciated the subject of the curriculum, ourselves.

The most effective units in their present edition were the units on "Real Self" and "Values". The activities on roles were especially good. In discussing values we spent a good deal of profitable time on how making choices based on our real values can help us function much better. Two specific things resulted that now carry over into all our discussions: we now all use "I" to convey our own ideas and feelings instead of the general, vague "you". We take turns catching each other slipping in this occasionally. One student has even introduced this into their family discussions. Secondly we now say "I want" or "I choose" instead of "I have to..." or "I must". We all are much more aware of our responsibility to and for our unique selves.

The unit most in need of rewriting is the first, "Aggression". Too cognitive; more activities needed. Perhaps the order of topics needs a better sequence. I have specific details on this marked into my text which I'll share with you in one of our conferences.

"Controls" was good, but the students felt that they had covered much of this in other classes. A new discovery was the students' awareness of how much their behavior and attitudes influenced the behavior and feelings of those usually considered controllers, i.e. parents and teachers. We conducted some experiments in this with some unsuspecting teachers. I'll tell you about those personally.

"Change" is good but a little too concerned with futuristics. This is important but how about some more immediate changes in the now? Everything has been leading up to making some changes in ourselves now.

ST. EDWARD HIGH SCHOOL
13500 DETROIT AVENUE
LAKEWOOD, OHIO 44107

Conducted by:
BROTHERS OF HOLY CROSS

PHONE 221-8830

The material is very good, and adaptable to many subjects, and to many kinds of students, and to many different classroom situations. I appreciated the flexibility. A lot of individualism here. I got to know my students more through this curriculum than through any other topic I've taught in my ten years. I am glad to have had a samll part in it, and am looking forward to working with the revised edition and student texts.

Thank you,

Ken Miller

APPENDIX D

SAMPLE AGENDAS
FOR PRESENTATIONS

DEVELOPING CURRICULA FOR THE EDUCATION
OF YOUTH
IN
MEETING MODERN PROBLEMS

Lakewood Public Schools, 1470 Warren Road
Lakewood, Ohio 44107

ROBERT C. CAWRSE
Superintendent of Schools

100 present

Mount Vernon City Schools
Orientation - April 26, 1973

8:00 - 8:10	Slide Tape
8:10 - 8:15	Definition
8:15 - 8:25	Research on Aggression
8:25 - 8:35	Causal Approach
8:35 - 8:45	Manual Organization
	Overview of Units - Primary
8:45 - 8:55	Overview of Units - Intermediate
8:55 - 9:00	Teacher Role
9:00 - 9:15	Classroom Slides, Loops, Questions

Chillicothe - Ross County
In-Service Day
Chillicothe, Ohio

1-29-73

105 - P.M.
70 - P.M.

Morning Presentation - 10:35 - 11:20

10:35 - 10:45 - Introduction
The Causal Approach
Relate Behavior Equation to Curriculum
Teacher Role - Ginott

10:45 - 10:55 - Definition of Aggression
Research on Aggression

10:55 - 11:05 - Manual Organization
Overview of Primary Curriculum

11:05 - 11:15 - Overview of Intermediate Curriculum

11:15 - 11:20 - Classroom Slides

Afternoon Presentation 1:05 - 1:50

1:05 - 1:15 - Introduction
The Causal Approach
Relate Behavior Equation to Curriculum
Teacher Role - Ginott

1:15 - 1:25 - Definition of Aggression
Research on Aggression

1:25 - 1:35 - Manual Organization
Overview of Primary Curriculum

1:35 - 1:45 - Overview of Intermediate Curriculum

1:45 - 1:50 - Classroom Slides

DEVELOPING CURRICULA FOR THE EDUCATION
OF YOUTH
IN
MEETING MODERN PROBLEMS

Lakewood Public Schools, 1470 Warren Road
Lakewood, Ohio 44107

ROBERT C. CAWRSE
Superintendent of Schools

25 mem + Bd of Staff + Directors
Tenney Asst Sup
Jane Cleveland presiding

Presentation
Cleveland Guidance Center

December 12, 1972

Verbal Intro

12:30 - 12:40 - Slide Tape Presentation

12:40 - 12:45 - Definition of Aggressive Behavior

12:45 - 12:50 - The Causal Approach

12:50 - 12:55 - Research on Aggression

Goals of Curriculum

12:55 - 1:05 - Overview of Primary Program

1:05 - 1:15 - Overview of Intermediate Program

Classroom slides

Loop - Let's Talk About Disrupting Things

EMR Workshop - November 11

Lima, Ohio

9:00 - 10:00 Dr. Eddie Myers - Causal Approach

10:00 - 11:00 Case Study

11:00 - 11:15 Break

11:15 - 12:15 Aggressive Behavior

11:15 - 11:25 Introduction John
Relate Behavior Equation to Curriculum Dan
Teacher Role

11:25 - 11:35 Definition of Aggressive Behavior John
Research on Aggression John
Purposes of the Curriculum Bill

11:35 - 11:45 Selected Units - all levels (2) Dan - Elem. John - MS Jr. H. Bill - HS

11:45 - 12:00 Jean Carr - Use of the curriculum with E.M.R. Students - questions

12:00 - 12:10 Classroom slides John

12:10 - 12:15 Love in the Classroom

12:15 - 1:15 Lunch

1:15 - 2:15 Alternatives
Simulation — Dan, Bill
Valuing — Carolyn
Narrative — John, Jean
Big Group —
Role Play — Jim
8 mm loops - filmstrips —
Films —
Fish Bowl — Mike

APPENDIX E

COPIES OF
DISSEMINATION ARTICLES

CURRICULUM FRONTIERS

OUR CHANGING SCHOOLS/DONALD ROSSER

Latin Still Lives

■ Latin has been slowly dying in American public high schools for 20 years. But lives in Ellinwood, Kansas, Latin still lives.

Although it's a dead language, Latin yields functional benefits, says school superintendent Sam C. Stitt. It helps the student learn other languages, increase his English vocabulary, and helps provide a better understanding of history and civilization.

"Supported by such subjects as ancient, medieval, and modern history, Latin will form a foundation upon which a program for successful and satisfying living in the 20th Century can be built," Mr. Stitt believes.

Ellinwood graduates returning from college generally speak well of their training in Latin, Mr. Stitt says. "Students have reported to us that Latin was one of the most valuable courses they took in high school. Students studying French, Spanish, and German all feel the advantages of having had Latin. Those taking pre-med, pre-law, and pre-nursing courses are able to apply their Latin background."

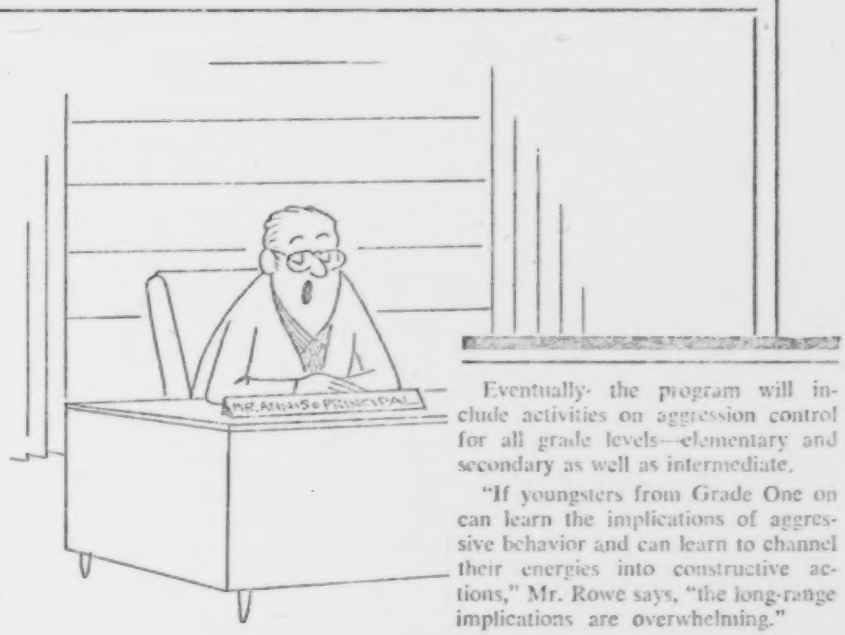
Ellinwood High has been teaching Latin for 17 years, with a four-year program now available as an elective. About one-third of the student body studies the language of the Caesars.

"Latin broadens the horizon for our students," Mr. Stitt says. "The mastery of conjugations and declensions gives them a feeling of accomplishment. Seeing the close relationship between Latin and English impresses them. If the students incidentally learn more English through a study of Latin, this is certainly a plus."

Ellinwood is bucking a nationwide downtrend in the teaching of Latin. One reason for the decline is that no national population speaks Latin any more. The elements that benefit vocabulary can be taught in English class. Nor is Latin any longer required for admission to college. Today's student qualifies equally well by studying a modern foreign language.

Mr. Stitt views Latin's decline with misgivings. "Latin has often been watered down and sometimes belittled or even condemned by the anti-intellectual and uneducated," he comments. Administrators who refuse to have Latin in their curriculum hurt not only themselves, but primarily the children whom the program is designed to serve.

Latin, he believes, "provides the basis for a sound liberal, and humane education for everyone."



"No Jeffrey, we don't offer fringe benefits to our students. However, free time, paid assemblies, and various holiday parties fulfill this particular need quite well."

Combating Aggressive Behavior

■ The quip that says "We have met the enemy and he is us" is widely quoted because it is so often appropriate. A few schools are attacking that enemy in an experimental program designed to help children cope with aggressive behavior.

Lakewood, Ohio is one of a few school systems testing the federally-developed curriculum project, called "The Constructive Control of Aggressive Behavior," in its three middle schools.

"The purpose of the new curriculum," says project coordinator John R. Rowe, "is to help students understand themselves and learn how to channel their aggressive energy into constructive actions."

Personal involvement is required if attitudes are to be changed. The instruction, therefore, makes frequent use of such techniques as acting and role-playing.

In an instructional sequence on "confrontation," for example, the student acts out his decision to a staged dilemma making him the only witness to the theft of one student's bicycle by another student.

"A thread through all the units is responsibility for our own actions," Mr. Rowe says. "We encourage students to think about consequences and then about alternatives. We hope this will help them to act in a constructive manner."

Hopeful indications have already appeared. In a sequence on "vandalism," for example, the student sees a film showing two boys painting up a door with spray cans. When a third boy arrives on the scene, the students are told that the newcomer has three options: to join them, get help, or just go away.

Several Lakewood students have suggested a fourth option. Very often, Mr. Rowe reports, the student's response is: "Gee, I'd like to get in there and stop them."

Eventually the program will include activities on aggression control for all grade levels—elementary and secondary as well as intermediate.

"If youngsters from Grade One on can learn the implications of aggressive behavior and can learn to channel their energies into constructive actions," Mr. Rowe says, "the long-range implications are overwhelming."

LAKEWOOD SUN POST Thursday, November 2, 1972

Behavior study workshops set

John R. Rowe, Lakewood schools researcher in aggressive behavior, will conduct seven workshops during the next five months explaining his work.

Rowe's project, part of a federally-financed study of aggressive behavior, will be used by elementary school teachers.

The workshops will also present drug education research projects to teachers in Columbus, Dayton, Cleveland, Cincinnati, Athens, Findlay and Kent.

Lakewood schools have already developed and adopted curriculum on aggressive behavior.

Thursday, December 21, 1972 LAKEWOOD SUN POST Page 3C

Emerson pupils make donation

The Society for Crippled Children in Strongsville is $86.25 richer today because 11 Emerson Middle School students decided to give the society a Christmas present.

The seventh grade pupils, under the leadership of student Stacey McDonald and student teacher Miss Kathy Seith, went door-to-door last week to collect the money. Miss Seith said the project evolved from a study the class made of aggressive behavior.

Teachers' Theater

PHYLLIS L. MCDONALD
Department Editor

■ Of the new films which become available each day, some are quite appropriate to the education of exceptional children. The purpose of this column is to select those which may help solve the kinds of problems teachers encounter in the special education classroom. Films are selected and reviewed on the basis of recency and relevancy to priorities in special education.

FILMLOOPS ENHANCE CURRICULUM FOR HOSTILE AGGRESSIVE STUDENTS

Teacher: "Andy couldn't handle it again today. He started another fight with Bruce. This time he tipped Bruce's desk over on the floor."

Counselor: "Was Andy able to say why he did it?"

Teacher: "Andy said when he looked at Bruce he suddenly felt mad. He couldn't explain why. Andy and Bruce and I talked it over. Andy apologized to Bruce."

Often aggressive behavior is examined with students only at the time of an unhappy classroom incident. Three educational agencies in the midwest, guided by the well known educational psychologist Ralph Ojemann, decided a new approach to aggressive behavior was needed. The Lakewood City Public School System, the Educational Research Council of America, and the State of Ohio Department of Education collaborated in the development of a complete curriculum entitled *Dealing with Aggressive Behavior.*

Aggression, vandalism, protest, and violence don't just happen. These educators reasoned that aggression could be better controlled if the problem was studied explicitly in a classroom and in a planned way which allowed students to examine the underlying causes of aggressive acts.

The Developmental Program in the Constructive Control of Aggressive Behavior encourages each student to analyze the underlying causes of the different forms of aggressive behavior, consider their consequences, and think of viable alternatives. The student is encouraged to use these alternatives in his daily living when he feels frustrated or inclined to behave aggressively. The curriculum is composed of five units which cover behavior and aggression, youth in confrontation, vandalism, protest, and violence.

This curriculum is not a list of ideas, concepts, or learning activities. This group of educators produced or acquired all the nonprint instructional materials necessary for a total learning unit. Don't be tempted to acquire the student's workbook and/or teacher's manual without the audiovisuals.

FILMLOOPS PRESENT FAMILIAR BEHAVIOR PROBLEMS

The filmloops and films recommended for the curriculum serve to stimulate students in a way in which print and other learning activities cannot. Three of the filmloops available have provocative titles: *Let's Talk about Being Mean, Let's Talk about Flying off the Handle,* and *Let's Talk about Disrupting Things.* These loops present experiences familiar to many students with behavior problems—having to stand in a long line to get on the bus, not knowing the answer in class, missing the baseball. They discuss the feelings which motivate one student to trip another, throw a paper airplane in class, or grab another student's carefully prepared paper; they outline the daily kinds of feelings which motivate one to shout at his mother, push the cat off the step, or knock over a friend's bike. These filmloops illustrate aggressive acts which students have experienced, while encouraging students to discuss the problem at a meaningful level rather than at an abstract intellectualized level. Each of these filmloops is an animated cartoon; the behavior of cartoon characters is always easier to talk about than one's own behavior.

Since filmloops have no audio, the designers of the loops recommend that students be encouraged to express their feelings while viewing the loops. The loop can be immediately replayed (each is only 3½ minutes) to allow the student first to voice the feelings of the aggressor, and to then role play and express what the victim or adult may be feeling.

FILMLOOPS INVITE AUDIENCE INVOLVEMENT

Spray Paint and *Ganging Up* are examples of filmloops with a different format. These two loops present a problem, then introduce a third person. The loops end by asking what you, as the third person, would do if confronted with the problem. In *Spray Paint* two boys find some half empty cans of paint in the trash. The boys decide to paint "designs" on the side of a building—a clear case of vandalism. A third boy arrives on the scene. He has three alternatives: to report the ongoing vandalism to a nearby adult, join the boys, or walk away from the problem. This problem will stimulate students to discuss the relationship of individual motivation to group dynamics.

This curriculum is nearly complete. The teacher's manual provides classroom activities, a range of print and nonprint instructional materials, and discussion questions. The shortcoming is that no help is offered the teacher when he finds himself in the middle of a class discussion which has been stimulated by feelings and personal experiences. It is at this critical juncture—the point at which most can be achieved with students—that the teacher must rely on his own talents, good common sense, and past experience. The teacher may want to experiment with early units by inviting a school counselor or other professional with experience in group dynamics to participate. The curriculum provides a learning experience for the teacher and hopefully for many students ready for change.

Information about *Dealing with Aggressive Behavior* can be obtained by writing Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

THE LIMA NEWS

FRIDAY, NOVEMBER 10, 1972

Special Education Session At Wapak

The Council for Exceptional Children's Hope Chapter and the Instructional Resources Materials Center of Lima will sponsor a joint special education workshop Saturday in Wapakoneta.

The workshop, according to publicity chairman Phyllis Thompson, will center on aggressive behavior and drug abuse in children with learning disabilities.

She said Dr. Eddie Meyers, assistant director of child education, psychology and preventive psychiatry for the Educational Research Council, will be the featured speaker at the program.

He will conduct the session on aggressive behavior in children with learning disabilities.

John R. Rowe, project coordinator and writer of Lakewood's aggressive behavior curriculum guide and Dr. Dan Kalish from the Lakewood school system, also will speak on aggressive behavior.

In the drug abuse and education part of the workshop, Michael Buscemie, educational consultant for the Ohio Department of Education's Division of Drug Education and Bob Holland, director of the division, will be the speakers, Mrs. Thompson said.

She said the two will conduct discussions with the audience and demonstrate certain types of drug effects.

The workshop will be in the Chalet Inn from 9 a.m. until 2 p.m. A luncheon will be served.

The meeting stems from a 1968 request by Ohio superintendent of public instruction Martin Essex for an assessment of school needs for instructional programs in sexual behavior, violence, tobacco and drug abuse.

Four city schools received educational grants to develop programs. Dayton and Lima concentrated on drug, alcohol and tobacco education, Westlake concentrated on sexual behavior and Lakewood created a program on aggressive behavior.

Hope Chapter is an organization of professionals involved in special education. The Instructional Resources and Materials Center is a clearing house for special education materials. It covers Allen, Hardin, Mercer, Auglaize, Logan, Shelby, and Champaign counties.

Mount Vernon (O.) News Wednesday, April 25, 1973

'Causes of Behavior' meeting Thursday

A look at a new program "Causes of Behavior" to begin in elementary grades in the Mount Vernon School District, will be given Thursday at 8 a.m. in Dan Emmett School by John Rowe and Dan Kalish, Title III project directors from Lakewood.

This program is being funded in grades 1-5 by the Mount Vernon Community Trust.

Six teachers have already been sent to a three-day workshop in Findlay and plans for the program include this time schedule:

Early April, books to classroom teachers for study; April 26, explanatory session at Dan Emmett School; May, staff meetings with assistance from trained teachers; and September, start of the program.

All teachers in grades 1-5 are asked to attend the session tomorrow which will be concluded before classes begin.

SCHOOL TALK — Educators, from left, Donald Garvic, Dan Kalish, John Rowe and Lee Rhoades, Elmwood School principal, take a brief coffee break before beginning explanations of the new "Causes of Behavior Program" to begin in the fall. (News Photo)

100 teachers involved

"Mt. Vernon News" 4-26-73

'Causes of Behavior' aired

By RUTH DIXON

More than 100 elementary teachers went to school 90 minutes early today to hear about the specifics of a new program starting in the Mount Vernon School District in the fall.

This program, "Dealing with Causes of Behavior," was made possible through a gift of $2,749 from the Mount Vernon Community Trust. An anonymous donor to the Community Trust had stipulated that the funds be used only for "character building" in Mount Vernon schools.

Goals of the program include helping youngsters in grades 1-5 to learn about and deal with how behavior develops, available alternative actions and long and short-range consequences of those alternatives.

At this morning's assembly in Dan Emmett School for teachers of these grades, John Rowe and Dan Kalish, Title III project directors from Lakewood, told the educators "these explanations of the program are but a springboard for you. Adopt this or adapt this to fit the needs of your students."

Outlining two major goals of the program, Kalish said the aims are to help children to understand behavior whether it is aggressive or not and then to give them a process or a framework in which they can make better decisions for themselves.

An individual unit in the program concerns "feelings" which helps students understand themselves and others and to describe and express his feelings as well as recognize the similarities and the differences between his feelings and those of others, the project directors explained.

The men described other units like this:

A section on "needs" helps students to begin to understand themselves and others by accepting individual differences; a study on "actions" provides an understanding that behavior has causes and effects.

Other units include one on "frustrations" which assists students in understanding and dealing with unmet needs; one on "anger" helps the young boys and girls to understand anger is a normal and natural feeling and that there are expressions of anger which can be helpful; and a study on "harmful actions" aids students to realize the effects of their actions.

These units are primarily for children in grades 1-3. The new program for grades 4 and 5 will concern itself with understanding fears, recognizing the meaning of security and safety, learning how to give of themselves to fulfill the needs of friendship, love and belonging, encouraging a feeling of self-worth; and learning that aggressive behavior itself can be either harmful or helpful.

Donald Garvic, director of instruction in Mount Vernon schools, told the teachers he is "really excited about this program — both for us as educators and for the students we serve."

He said "so many times we have to buy parts of a program, but this time, because of the Community Trust, we have a whole program."

The Community Trust also came in for words of praise from Rowe who said this kind of funding "is pretty unusual for a school system. You are very fortunate to have a Community Trust."

He also told the primary school educators that they were fortunate "to be working under a director of Garvic's caliber. He is providing a model program ——going step by step — and we will certainly report to other schools on how

Course Deals With Resolution Of Aggression

By Zarin E. Randeria
Psychology

Safety, security, fear, anger, frustration, vandalism, and aggression will be some of the concepts discussed this year in classrooms– Grades 1–12– all over Ohio.

The curriculum on Constructive Resolution of Aggression-Producing Situations has been developed through the joint effort of the Ohio State Department of Education, the Educational Research Council of America, and the Lakewood Public Schools, under the Title III Elementary and Secondary Education Act. The project director is Dr. Ralph H. Ojemann, who is also the Director of the ERC Department of Child-Educational Psychology and Preventive Psychiatry.

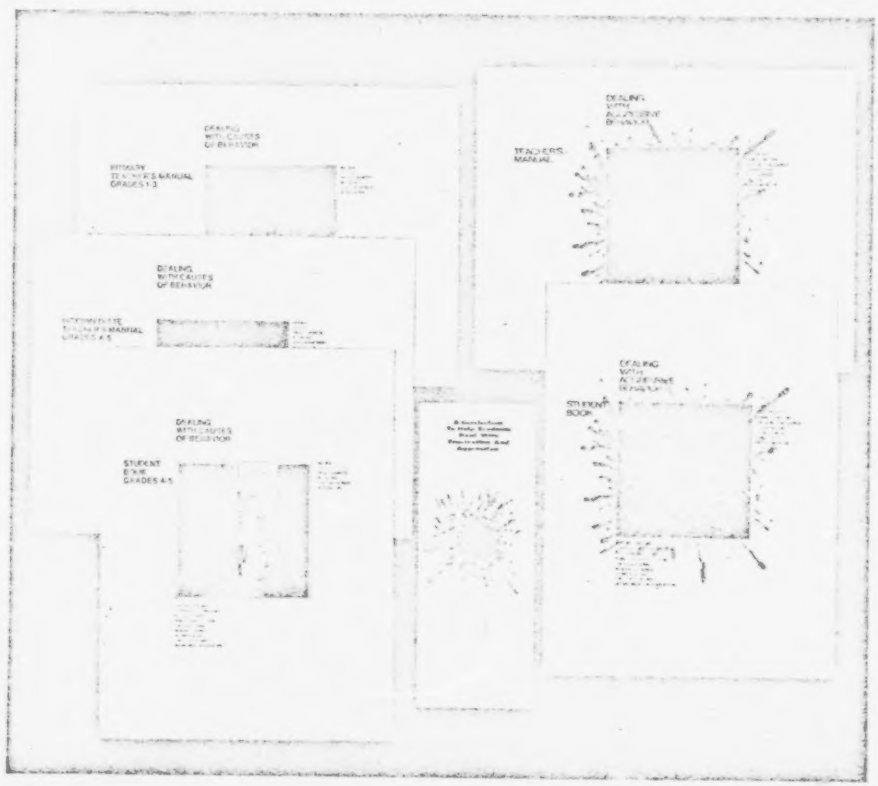
Lakewood's guidance director, Dr. Theodore Buerger, is director of this ESEA Title III project in Lakewood, and it is coordinated for ERC by Dr. Eddie E. Myers and for Lakewood schools by John R. Rowe. Miss Zarin E. Randeria and Renick Brandt are staff consultants and writers from ERC who are helping with the revision of the Senior High School curriculum, which is now in prototype form. Dr. Daniel Kalish, of Lakewood schools, is working as writer/evaluator, and William Dresser as writer.

Using the pupil text, *Dealing with Causes of Behavior*, the primary pupils (Grades 1-3) learn about feelings, needs, frustrations, anger, and harmful actions. They learn about how various feelings, frustrations, needs, and anger lead to consequences, harmful or nonharmful. At the intermediate level (Grades 4–5) in *Dealing with Causes of Behavior*, the sequence is a little different. The pupils take a look at how people behave in different situations and then about how needs, feelings, resources, and the physical setting affect behavior. They also learn about anger, aggressive behavior towards people and property, and how they could possibly try to make changes in their lives and environment.

In the middle school or junior high school curriculum on *Dealing with Aggressive Behavior*, the level of sophistication increases in the way in which the concept of behavior is handled. The students learn to recognize that various types of aggressive behaviors are the result of underlying causes. They try to understand the nature of aggressive behavior in its various forms, like confrontation, vandalism, protest, and violence. After discovering sources of frustrations, the students learn ways to overcome them. The causes and consequences of various behaviors, especially aggressive behavior, are examined closely.

At the high school level, in *The New Model Me*, the students first try to answer the question: "Why study Aggression and Human Behavior?" They then discover the various *controls* on their lives, learn about the *real self*, identify their *values*, decide about their *response* in different situations, and figure out how they may adjust to *change* in the future.

There is a teacher manual for the primary level and both a teacher manual and a student book for the intermediate level on *Dealing with Causes of Behavior*. At the middle school/junior high school level, there is a teacher manual and student book on *Dealing with Aggressive Behavior*. All are now available from the Order Department of the Educational Research Council of America. The high school program, called *The New Model Me*, is now ready in prototype form. The first printed edition of this may be available by September, 1973.



APPENDIX F

FORM LETTER REPLYING TO INQUIRIES

DEVELOPING CURRICULA FOR THE EDUCATION
OF YOUTH
IN
MEETING MODERN PROBLEMS

Lakewood Public Schools, 1470 Warren Road
Lakewood, Ohio 44107

ROBERT C. CAWRSE
Superintendent of Schools

I am pleased to learn of your interest in classroom materials developed by our ESEA Title III Curriculum Project in The Constructive Control of Aggressive Behavior.

Dealing With Causes Of Behavior, a two level (Grades 1-3 and Grades 4-5) elementary curriculum, and Dealing With Aggressive Behavior, a middle school-junior high curriculum, are now available for purchase by schools in single or quantity copies.

The curriculum at all levels centers on a causal approach to behavior. It is concerned with helping young people understand behavior and learn of constructive alternative responses in behavior situations. A wide variety of activities and techniques is suggested to obtain the objectives in this student centered experiential program. The materials are flexible and utilize a positive approach to the study of behavior and aggression that is appropriate for all students, and not just those who may be considered behavior problems.

Student books developed to accompany the 4th-5th grade and middle school-junior high teacher manuals are attractively illustrated with relevant photographs and art work.

The high school curriculum, now in prototype form, will be tested and revised this year. It will be made available to schools in the fall of 1973.

I am enclosing a price list and information on ordering. Please make any checks that accompany an order payable to "Educational Research Council of America," and send orders directly to:

Order Department
Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

Feel free to contact me if I can be of further assistance.

Sincerely,

John R. Rowe
Project Coordinator
216-579-4267

Encl.
JRR:bvh

APPENDIX G

EXPLANATORY LETTER
TO PARENTS

ROBERT C. CAWRSE
Superintendent of Schools

DEVELOPING CURRICULA FOR THE EDUCATION
OF YOUTH
IN
MEETING MODERN PROBLEMS

Lakewood Public Schools, 1470 Warren Road
Lakewood, Ohio 44107

January 3, 1973

Dear Parents,

Educators share the deep concern of parents about the increase in behavior problems in our society. Incidents of behavior that harm other people or property make the news daily. The Lakewood Public Schools ESEA Title III Project is developing curriculum materials designed to fill an educational need -- to assist young people in making constructive decisions about behavior. Development of the curriculum is financed entirely by federal funds and not Lakewood Board of Education money.

Your son or daughter will be working with some of the high school curriculum and/or measurement of the effectiveness of the materials this year. Students working directly with the curriculum will have lessons on such topics as the needs of people, behavior, frustration, anger, and alternatives to harmful actions.

We sincerely believe that any teenager will benefit from this model high school curriculum that is to be made available ultimately to all Ohio schools. Our elementary and middle school curriculum has been completed, published and is presently being used in Lakewood and many other schools in Ohio and other states. No high school student is involved with the curriculum materials because he or she is thought to be a discipline problem. Learning experiences in the curriculum will provide all students with meaningful background for making positive decisions about behavior.

For further details on the program, or if for some reason you do not wish your son or daughter to be involved with the curriculum for testing, feel free to call the teacher or me. We welcome your visit to our office in The Lakewood Board of Education Building, since we are most interested in your ideas on helping teenagers make constructive decisions about behavior.

Sincerely,

John R. Rowe

John R. Rowe
Project Coordinator
579-4267 or 579-4091
Mr. J. Burton (Teacher)

APPENDIX H

AGENDA FOR
THREE-DAY WORKSHOPS

ELEMENTARY SCHOOL CURRICULUM
Drug, Alcohol & Tobacco Education
Education in Dealing with Aggressive Behavior

WORKSHOP FOR TEACHERS

First Day

8:30 a.m.	Registration
9:00 a.m.	General Overview: Division of Drug Education Ohio Department of Education
9:30 a.m.	Causal Approach to Human Behavior: Dr. Ralph Ojemann or Dr. Eddie Myers Child-Educational Psychology and Preventive Psychiatry Department, Educational Research Council of America
10:30 a.m.	Break
10:45 a.m.	Human behavior simulation exercise (small groups)
12:00 noon	Planned Luncheon
1:00 p.m.	Into grade level groups: K-2, 3-4, 5-6 Examination of the Drug Education Curriculum
2:15 p.m.	Break
2:30 p.m.	Further examination and participation in learning activities (small groups)
4:00 p.m.	Adjourn

Second Day

8:30 a.m.	Coffee and Questions
9:00 a.m.	Introduction to Innovative Teaching Techniques
9:15 a.m.	Alternative Experiences
10:30 a.m.	Break
10:45 a.m.	Drugs: Facts Everyone Needs to Know
11:30 a.m.	Questions concerning drug use and drug education curricula at the elementary level
12:00 noon	Planned Luncheon
1:00 p.m.	Introduction to Aggressive Behavior Curriculum
1:45 p.m.	Grade level groups for examination of curriculum Primary Level 1-3: Dan Kalish - Lakewood Public Schools Intermediate 4-6: John Rowe
4:00 p.m.	Adjourn

Third Day

8:30 a.m.	Coffee and Questions
9:00 a.m.	Resources for Elementary Drug and Aggressive Behavior Curricula
9:15 a.m.	Alternatives - films, film loops, film strips available for use at elementary level
10:30 a.m.	Break
10:45 a.m.	Panel of developers, project teachers, and state division for questioning on program implementation
12:00 noon	Planned Luncheon
1.00 p.m.	Small groups - planning for program implementation
2:30 p.m.	Break
2:45 p.m.	Summation, questions, evaluation
3:30 p.m.	Adjourn

APPENDIX I

WORKSHOP
EVALUATION FORM

DRUG EDUCATION AND AGGRESSIVE BEHAVIOR
WORKSHOP EVALUATION

1. Large group meetings were....

2. Grade level groups K-2, 3-4, 5-6
(circle one)

a) curriculum overview was....

b) small groups for grade 1, 2, 3, 4, 5, 6 were....
(circle one)

3. The alternative experiences were....

4. The thing I liked best was....

5. I think you could improve....

6. Overall evaluation and additional comments

- -

TO WHAT EXTENT WAS THIS WORKSHOP WORTH YOUR TIME?

Very Worthwhile	Worthwhile	Not Very Worthwhile	A Waste of Time
1	2	3	4

APPENDIX J

WORKSHOP AGENDA

Groveport Workshop
Middle School - Teachers

Monday - April 9

8:30 - 8:45	Introduction Slide Tape	1:00 - 1:15
8:45 - 8:55	Research on Aggression Definition of Aggression	1:15 - 1:25
8:55 - 9:10	Causal Approach	1:25 - 1:40
9:10 - 9:25	Break	1:40 - 1:55
9:25 - 9:55	Name tag - I Wonder	1:55 - 2:25
9:55 -11:25	Case Study - Susie	2:25 - 3:55
11:25 -11:30	Questions -	3:55 - 4:00

Tuesday - April 10

8:30 - 8:45	Objectives of the Curriculum Unit Overview - Time, Preventative Program, Discipline	1:00 - 1:15
8:45 - 8:55	Teacher Role - Non-judgmental - Non-directive - Experiential Use of Grades	1:15 - 1:25
8:55 - 9:05	Classroom Slides	1:25 - 1:35
9:05 -10:05	Working with Small Groups Joshua Box - Film Debrief - Individual Assignment - Consensus Groups - Prepare students - Give specific directions - Rotate individuals - Noise Control	1:35 - 2:35
10:05 -10:20	Break	2:35 - 2:50
10:20 -11:20	Role play - Mr. Finley's Feelings	2:50 - 3:50
11;20 -11:30	Feelings Pantomime - Questions - Evaluation	3:50 - 4:00

95 present

North Central Ohio Education Association
Ashland Inservice Meeting
April 30, 1973 - 1:30 p.m. - 3:30 p.m.

Agenda

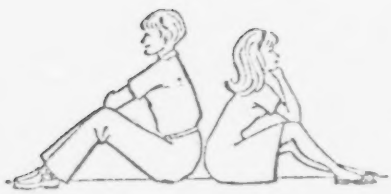
1:30 - 1:40 - Name Tag Activity — 3x7 cards, pens, Colors

1:40 - 2:30 - Overview
- John 10 — Introduction
- John 10 — Definition
- Dan 10 — Research on Aggression
- Dan 10 — Causal Approach & Goals
- Dan + John 10 — Unit Overview & Goals
- Dan 10 — Teacher Role

overhead projector
16 mm projector
8 mm cap projector

2:30 - 3:15 - Buzz Group - Fishbowl (Josha in a Box)

3:15 - 3:30 - Feelings Pantomime or Leap



DEVELOPING CURRICULA FOR THE EDUCATION
OF YOUTH
IN
MEETING MODERN PROBLEMS

Lakewood Public Schools, 1470 Warren Road
Lakewood, Ohio 44107

ROBERT C. CAWRSE
Superintendent of Schools

Mental Health Workshop
Urban Community School
80 Junior High School Students
3-28-73
1:00 - 3:00

"Mr. Finley's Feelings"
Small Group Build Up -- Fish Bowl

Large Group Room	1:00 - 1:10	Introduction of activity and showing of first part of the film
	Question #1	What do you think is Mr. Finley's problem?
	Question #2	What are three alternatives (choices, other ways of behaving) that Mr. Finley had that might have helped him avoid the problem?
Small Group Rooms	1:10 - 1:15	Each individual writes out responses to the questions
	1:20 - 1:30	Move to dyads (groups of two) and agree on combined responses to questions
	1:30 - 1:40	Move to groups of four and agree on combined responses to questions. Group is to select one person to represent them in the fishbowl.
	1:40 - 1:55	Fishbowl - Room arrangement and technique described on attached sheets
	1:55 - 2:05	Sharing of the discussion in the four groups with the large group. One fishbowl participant can be the spokesman
arge Group Room	2:05 - 2:10	Finish the film
	2:10 ------	Reaction to the conclusion and any other appropriate discussion

APPENDIX K

INSERVICE SUGGESTIONS FOR TEACHERS USING THE CURRICULUM

Inservice Suggestions For Teachers Using Curriculum

Dealing With

"The Constructive Control of Aggressive Behavior"

The Need for Inservice Education

The three level elementary, middle school and high school curriculum Dealing with the Constructive Control of Aggressive Behavior generally aims at (1) creating an understanding for students of how behavior develops, (2) making students aware of available alternative actions for solving personal problems; and (3) helping students consider short- and long-range consequences of those alternatives. The curriculum deals largely with learning in the affective domain. While curriculum dealing with affective learning is not new in schools, it appears that in most schools instruction is still directed toward cognitive learning.

This curriculum can be most successfully implemented if teachers have a thorough understanding of the theory of behavior upon which the program is built, an understanding of the role of the teacher in such a curriculum, and a familiarity with the content of each unit. It is suggested that a minimum of two days be devoted to acquainting staff members with the use of the program.

The following pages will provide necessary background on the curriculum, suggested small group activities and a possible schedule with the hope that individual schools or school systems will have the necessary information to design and carry out a successful inservice program without outside aid.

The Curriculum

The elementary curriculum Dealing with Causes of Behavior includes a primary manual and an intermediate manual and student book. The primary manual contains six units: Unit I Feelings, Unit II Needs, Unit III Actions, Unit IV Frustration, Unit V Anger, Unit VI Harmful Actions. It is suggested that a minimum of two weeks be spent with each unit. Therefore, about twelve weeks of the school year should be devoted to the curriculum. The intermediate curriculum contains eight units: an Introductory Unit, Unit I Behavior, Unit II Fears and Security, Unit III Friendship, Love and Belonging, Unit IV Self-Worth, Unit V Anger, Unit VI Aggressive Behavior, Unit VII Behavior Towards People and Property, Unit VIII Making Changes. As with the primary program a minimum of two weeks instructional time is recommended for each unit.

The middle school curriculum, Dealing with Aggressive Behavior, includes a teacher manual and student book. Units in the curriculum are: A Profile of Behavior and Aggression, Youth in Confrontation, Vandalism, Protest, and Why Violence? It is suggested that a minimum of three weeks of instructional time be spent on the first unit and a minimum of two weeks on the remaining units.

The high school curriculum, The New Model Me, includes a teacher manual and student book. The units of the high school program are: Behavior, Controls, Real Self, Values, Response, and Change. Two weeks per unit is the minimum suggested instructional time.

The content at all levels of the program fits well in the social studies, humanities or health areas. Schools today find themselves with demanding course requirements to meet. Finding a place in the schedule at times appearsimpossible. School systems that have used the program feel that the use of the curriculum can be justified as a part of the above listed areas.

A Theory of Behavior - The Foundation of the Program

There are many theories on human behavior. The theory used in this curriculum is called "The Causal Approach to Human Behavior." It was developed by Dr. Ralph H. Ojemann through research at the State University of Iowa and The Educational Research Council of America. He calls his theory the "causal approach" because it investigates the causes or reasons why a person acts a certain way. Dr. Ojemann has developed a "Behavior Equation." The Behavior Equation is a simple formuala that sums up the key factors involved in human behavior.

A Behavior Equation

A study of a wide variety of behavior patterns suggests that we may group the factors to be considered into three large categories:

(1) The first group consists of the motivating forces the person is trying to satisfy. Examplesare (a) the feeling or drive we call hunger, (b) the demand for activity after sitting for some time and (c) the desire for self-respect or self-worth.

The goal the person is trying to reach may be a conscious one such as when a person feels hungry and tries to satisfy this feeling by securing food. Sometimes these forces are relatively unconscious to the individual and may be very difficult to identify, such as when a person feels the loss of worth and satisfies this feeling by bullying. The forces may vary in strength from person to person, and can vary in strength at different times in the same person.

(2) The second group of factors includes the available psychological and physical resources which the individual has at the moment for satisfying the motivating forces. These resources consist of skills, ideas, attitudes, the available physical energy and similar items which are called into play to help the organism achieve its goal. They represent the organization of the nervous and muscular systems at the time the motivational force is passing into action.

We can illustrate the concept of resources by a simple example. Suppose a one-year-old refuses to go to bed when it is time. He may object vocally and physically. He may cry if the parent insists. Suppose a careful study of the child and the situation shows that on this particular day the activity of the child was restricted and that there are seveal other indications that perhaps the child is not tired. Probably the child has not yet learned to identify that feeling and to express it verbally in a way that is convincing to the parent. Hence he does not tell the parent directly how he feels but uses other method of delaying going to bed - methods that are within the range of his abilities. After he has learned to identify the problems and how to express himself verbally he may then try that method first.

(3) The third group of factors may be designated as the "nature of the immediate physical setting." The behavior always takes place in surroundings and often may involve some part of the surroundings. For example, in the case of the child who took another's play material, the material was accessible so he could grasp it. If it had not been accessible the child's behavior would have been different. If he had been able to see it but not reach it, he may not have taken it directly but worked out an indirect method.

The summary of all these observations in the form of a simple "behavior equation" may be written as follows:

Motivating Force + Resources + Immediate Physical Setting = Behavior

If one wishes to abbreviate it may be written Mf + R + IPS = behavior. (In this equation the plus signs are to read "interacting with." They are not the additive signs of arithmetic. They are like the plus signs in an equation of dynamic relationships, such as we have for example in a chemical equation. There is interaction of the various factors in the equation.)

Of Human Needs

To be human is to be vulnerable-- to have needs and wants, to feel and to care. As human beings we share in common basic motivating forces (needs) which give energy and direction to our behavior. As growing persons we are each faced with such tasks as:

- o achieving a measure of self-respect -- being a person in one's own right, recognized as a significant person
- o achieving a feeling of belonging -- through achieving a measure of acceptance, a degree of love from certain others
- o achieving a measure of emotional security -- a feeling of control over or protection from things that might injure or hurt
- o dealing with sex feelings
- o dealing with demands for activity, rest, and other tissue needs
- o satisfying hunger or thirst

Of Individual Resources

Faced with the tasks of living noted above, each individual selects methods to work out his needs and feelings. What methods he selects depends upon the unique personal resources he has as an individual -- his knowledge, skills, perceptions of the moment, attitudes, values, available energy, etc.

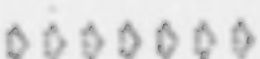
Of Immediate Physical Setting

An individual's behavior is also affected by the physical setting, which involves everything in the setting of the behavior at a given time.

The behavior equation

As we try to work out

our motivating forces (MF)
(needs)



they interact with

our personal resources

and the immediate physical setting
(IPS)

to produce

The behavior equation is written like this, with the plus sign meaning "interacting with,"

MF + R + IPS = BEHAVIOR ——— Immediate effects and remote effects

Behavior can be:

CONSTRUCTIVE, NEUTRAL OR DESTRUCTIVE

depending in each particular instance upon the person's motivating forces (needs), personal resources, and immediate physical setting.

Maslow's Hierarchy of Basic Needs

Although the way we go about doing things differs greatly among races and cultures, the needs which the human individual seeks to satisfy tend to be very similar throughout the human species. The following explanation of Maslow's theory of human motivation may help in understanding why we do what we do.

Physical Needs - The most basic and the most obvious of all man's needs are those necessary for physical survival. If those needs are not satisfied, the body may perish physically. They become apparent in the motivating force of hunger, thirst, temperature control (shelter), sleep, and the need for oxygen.

If the person does not have the basic needs satisfied, he often finds that they dominate his interest and concern. The very hungry or starved man may totally ignore his need for physical safety if the strength of the hunger need becomes strong enough. As one writer states, "For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, he thinks about food...he perceives only food, he wants only food."

The Need for Physical Safety - As a person's physical needs are met adequately, a new set of needs emerges. These may be characterized roughly as the need for safety from external dangers. It is not that the physical needs have ceased to exist, but that having these needs satisfied regularly, the individual develops awareness to the next level of human need -- physical safety. Fear at the real gut level -- fear that one may not survive because of dangers and threats to his physical safety -- can be a strong motivating force to human behavior.

For a person to grow fully as a human being, he must have at least some freedom from fear of personal attack.

Love or Belonging Needs - When the physiological and safety needs are met, needs for love, affection, and belongingness tend to emerge. As Maslow states, "The person...will hunger for affectionate relations with people in general, namely, for a place in his group.

This love need involves the desire to be deeply understood and accepted. It seeks for a healthy loving relationship, which includes mutual trust. The words intimacy and friendship mean much to the person seeking satisfaction of the love and belonging needs. Each human being has the need both to <u>give</u> and <u>receive</u> love.

In our society, the failure to satisfy adequately the need for love and affection through meaningful interpersonal relationships is the most common reason for maladjustment and psychological problems.

The Esteem Needs - With a few exceptions, people in our society have the need to feel of value, to count for something. These may be called the needs for esteem for a degree of self-respect and respect from others based upon real abilities and capacities for growth.

There is a very close relationshp between what we think of ourselves and what others think of us. While the relationship is not always one-to-one, what others who are important to us think of us has a lot to do with what we think of ourselves.

Self-esteem needs include the desire for confidence, competence, mastery, adequacy, achievement, independence, and freedom. Respect of others includes such things as prestige, recognition, acceptance, attention, status, reputation, and appreciation.

The interrelationship of the love and esteem needs are apparent. If you are loved, you tend to feel good about yourself. If you feel good about yourself, probably you feel loved and capable.

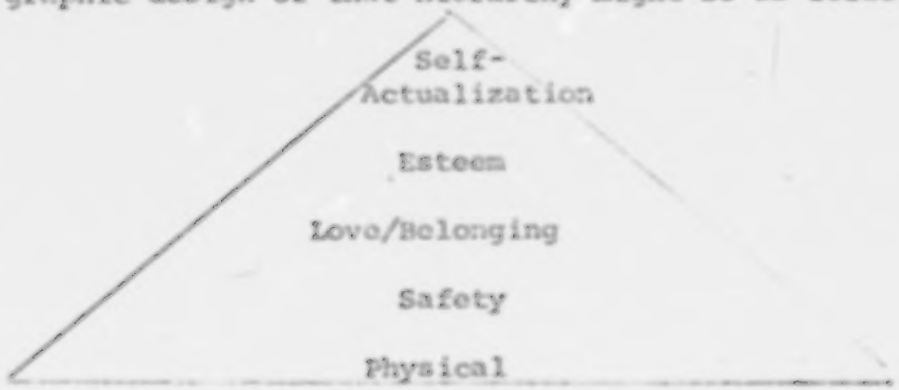
The Self-Actualization Needs - Even if all of the needs mentioned earlier are satisfied, we may still expect to find that a new discontent or restlessness will soon develop as the person is in the process of becoming more of what he can be. To be happy, a man must be what he can be. This need for further development through interaction with his environment may be called the need for self-actualization. The clear emergence of this need rests upon the prior satisfaction of the physiological, safety, love, and esteem needs.

Related to the self-actualization needs are the needs for curiosity, for learning, for meaning. Through these processes the person grows to his potential.

Maslow's hierarchy of needs views the satisfaction of the higher needs as being based upon the adequate satisfaction of the lower-level needs. One cannot progress to the next level, regardless of age, unless the preceding needs have been adequately (not necessarily totally) satisfied.

For example, the person who is extremely hungry will not be concerned about his safety if the need for food becomes strong enough. In the same manner, the person who does not feel safe cannot afford the time or energy to either give or receive affection. The unloved and unloving person seldom worries about what others think, and it is doubtful that any man could develop to full potential without an adequate degree of self-esteem.

A graphic design of that hierarchy might be as follows:



Maslow's hierarchy of needs also includes these concepts:

- As the individual moves from physiological needs in an attempt to satisfy needs for self-actualization, he is gradually expanding his world, interacting with more and more of both his physical and social environment.

- On occasion, when a person is desiring love, he may seek to obtain it through excessive achievement, in a sense trying to buy love. He may put up the fron of being an aggressive, powerful, self-confident person, feeling that this is the kind of person who will be loved.

- If a person is regularly frustrrated in his attempts to satisfy the higher levels of motivation, he may simply center upon the satisfaction of lower-level needs.

- Human behavior is complex; therefore more than one need may be operating in any signle behavior.

Maslow, Abraham H. Motivations and Personality. New York: Harper and Row, 1954.

Aims of the Curriculum

The aims of the curriculum are two fold: first, the curriculum attempts to build an understanding of human behavior for students: second, the curriculum helps to provide a framework for students that will help them make decisions about their behavior that may be more positive for themselves and other people.

The understanding approach to human behavior developed throughout the curriculum helps students understand that all behavior has causes. It further helps the students understand that any specific form of behavior is an attempt by someone to satisfy one or more of the very basic needs that exist in all humans.

Throughout the curriculum students have experiences that will help them make constructive decisions about their behavior. Once students become aware that there are many behavior responses to a given situation, they are encouraged to search out the many possible alternatives, consider alternatives in light of both long and short term effects, and select the behavior response that is most positive for themselves and others.

Students are provided many opportunities to share their ideas with their peers and teachers in order that they may gain other points of view. The emphasis in group interaction activities is placed on developing an atmosphere within the group where each student feels free to retain his own opinion even though others may disagree.

While students are encouraged to share their ideas and feelings with others, participation in any activity is always optional. An attempt has been made to help provide an atmosphere where the dignity and rights of the individual are respected.

As students discuss various human behavior situations, different value structures will be expressed. Individual student values are a result of home influence, personal experiences, peer group and community attitudes, religious teaching and other factors. This curriculum does not foster a particular value system. It was felt by the writers that the major responsibility of this area lies within the student's family. The emphasis throughout this curriculum is upon building an atmosphere where values can be discussed in an open, honest, and non-judgmental setting.

Goals of the Curriculum

1. To assist students in understanding the human motivations underlying behavior.

2. To assist students to realize how their personal resources and physical and social environment could influence their behavior.

3. To help students realize the nature of frustrations, the sources of frustrations, and constructive methods for resolving them.

4. To help students understand that there are many alternative ways of responding in a particular situation.

5. To provide students with some guidelines for determining which behaviors are constructive and which are not.

6. To assist students to learn to make decisions in terms of the effects of various courses of action on both themselves and others.

7. To help students understand the nature of aggressive behavior and the forms it may take.

8. To assist students in applying their knowledge about behavior and constructive problem-solving methods in their everyday living.

TEACHING AN AFFECTIVE CURRICULUM

A curriculum that deals realistically with human behavior includes much material in the affective domain. This curriculum is intentionally designed to provide a truly personal experience for you and each of your students. Thus you will be discussing such matters as feelings, attitudes, and values.

Teaching these materials can be considerably more challenging than teaching subject matter in which feelings have been relatively neglected. For example, in mathematics relatively little attention may be paid to how feelings influence the study or the use of mathematics. History may recount the development of a given culture, but may neglect to examine the human needs operation within that culture.

Since human feelings are a difficult and recent area for study, many questions have only partial answers. Therefore, a curriculum in this area is open-ended. Often a group may differ widely on those aspects in which knowledge is incomplete. The teacher may need to help the class learn how to deal with problems or issues that involve emotions and feelings.

The concepts that follow are key areas that the writers feel will play a major role in making the learning experiences both exciting and valuable for your classes.

A Non-Judgmental Classroom Atmosphere

A classroom atmosphere in which individuals try to understand each other and their respective points of view is essential to the success of an affective curriculum. Hasty, surface judgments of something a student has done or said can literally turn him off.

You may have to deal with a situation in which a student makes a sincere statement and another student puts him down for it. On the first day, reach an agreement with your class that each of you will make every effort not to put anybody down, but to try to understand him.

You hold the key to the creation of an understanding classroom atmosphere. If you are able to function in a sincerely understanding way, your students will have a model to follow. Let them know that you feel that all human beings are persons of worth.

Feelings

Human feelings will be a part of many of the activities suggested in the curriculum. Encourage students to express how they feel about the ideas and behaviors under discussion so that the feelings, as well as the ideas, can be examined in terms of their effects on behavior.

If you are able to express your feelings in an honest manner, the students will feel more comfortable in expressing theirs. Let your students know that you have feelings. Help them understand that expressing feelings can be a valuable asset in resolving dilemmas involving values, attitudes, etc.

Make it clear that a comment or action can induce a variety of feelings. Each person has a right to feel the way he does. However, each person must bear the responsibility for his feeling.

Some of your students may find it relatively easy to express how they feel. Others may have considerable difficulty.

Encourage your students to express their feelings, but emphasize that no individual will be coerced into doing so. Each student should have the right to remain silent if he wishes.

Attitudes

You and each of your students will bring a variety of attitudes to any topics you discuss.

It is extremely important that you do not let attitudes prevent open, honest discussions. A student may attempt to dominate a discussion and impose his attitudes on others. At times, your own attitudes may come through so strongly that they have a tendency to inhibit students. Make it clear to the students that you want them to express their attitudes. Encourage them to listen as others express theirs.

Listening for Understanding

Many factors can inhibit listening for understanding. An individual may not listen well because he is waiting for someone to finish so he can talk. Another may not listen well because he disagrees so strongly with what he is hearing. Another may have so many things on his mind that he is inable to concentrate on what anybody else is saying.

Strive to listen for understanding of what your students are saying. Be willing to hear them out, even though you may not agree with them. Make an effort to set an example of listening for understanding that will provide a carry-over to the class.

It is not difficult to tell when a person is listening for understanding. A classroom in which this is happening can be dynamic and stimulating.

Dealing with the Here and Now

This curriculum is designed to help students deal with areas of their lives that are of concern to them right now. Probably the most significant learning experiences your students will have are those you can relate to their current problems.

Listen and watch for cues that your students give about their concerns. Attempt to be flexible enough in your teaching to deal with their current concerns. Do not say, "We'll be studying the topic later and can deal with it then."

Daily interactions in your classroom may involve value concepts, choice of responses, and feelings about controls. Handle these when they are expressed. If you have established an open, comfortable atmosphere in your classroom, you should be able to discuss issues that might otherwise be uncomfortable for you and the students to handle.

Problem solving is enhanced when student discussion focuses on the present. Occasionally discussion will get fixed on either future or past events. These discussions should be explored because they contribute to the students' current feelings and attitudes; however, if an inordinate amount of time is spent on such discussions, the students will lose sight of the task at hand.

Handling Controversial Topics

Some of the students' concerns will involve controversial issues, which are bound to come up in a curriculum such as this.

Students will vary in their ability to cope with these issues. Some will be willing to commit themselves to an in-depth look at them. Others may be quite reluctant to deal with them. Learn to know your students well enough to judge readily when the limits in a discussion have been reached.

If a particular topic makes you feel uncomfortable, you may want to say openly that you do not feel comfortable with it or that you are not adequately informed to lead the class in further discussion. With an open, comfortable atmosphere in your classroom, probably you will find few topics too controversial to handle.

Debriefing Following an Activity

Time spent in discussing a completed activity can be quite valuable. Simply doing an activity and moving on to another may leave much to be desired. Students may want to pursue a point further or may wish to ask further questions.

In a debriefing session, you can discuss the purpose and relevance of a given activity. Students can discuss what they feel they learned and offer helpful suggestions and additional learning experiences.

A debriefing session should be an open, honest expression of ideas.

You may wish to follow each class meeting with a personal debriefing. You might ask yourself the following questions:

1. What were the objectives of the activity?
2. What happened when the class did the activity?
3. What individual behavior did I observe that would indicate the success of the activity in reaching the major objectives?
4. What questions arose that should be followed up with additional discussion, individual study, or other class activity?
5. How do I feel about today's class experience? Why?

SUGGESTED WORKSHOP ACTIVITIES

Generally a workshop format can be thought of in large group activities and small group activities. The large group format represents the presentation or lecture method. The material reviewed under the headings "A Theory of Behavior - The Foundation of the Program," "The Curriculum," and "Teaching Affective Curriculum" together with the concepts contained in units of interest can best be accomplished through a large group presentation. Transparencies or other visual aids would enhance this session. Unit cover pages are ideal for transparencies for this purpose.

Large group presentations should not exceed forty minutes. Generally it has been found that workshop participants gain most from participation when they are doing rather than listening. Large group meetings should be held to a minimum.

A second part of the workshop should be devoted to involving participants in small group (9-15 participants) activities.

These small groups work together under the direction of a small group leader. It is important that the small group leader assume the kind of leadership suggested in the section "Teaching Affective Curriculum." Activities can be selected from the primary, intermediate, middle school or high school manuals for use with the small groups. With this process, participants become acquainted with the curriculum by participating in activities simulating exercises from the student book. Some primary activities need to be altered to make them more appropriate for adult participants. The following pages include a list of activities that are representative of the curriculum and might be used as small group activities with workshop participants. Each activity is marked with the level of the curriculum for which it is appropriate. If the activity is marked general it is applicable for all levels of the curriculum.

Activity - (general) Name Tag an activity to get acquainted. Distribute to participants a 5 x 8 card and a crayon. Have participants write their first name in large letters in the center. On the card in the remaining space have participants draw something they do well. The cards become name tags. Participants can introduce themselves to the group. They need not necessarily refer to their drawing.

Activity - (primary-intermediate) Feelings Pantomime
Pass out pictures cut from magazines that illustrate feelings. Each small group of four is to find a picture. Each group will decide what feeling is illustrated. They then devise a way to pantomime it for the rest of the small groups.

Activity - (general) Buzz Group - Fish Bowl Build Up
This is a process that encourages participation from all group members. Start with an open ended film, problem stated in paragraph form, or some other open ended situation.

Have small group members respond to the open ended situation by individually writing the answers to two or three questions that get at the problem. Each individual then joins with a partner and discusses the individual responses and, with the pair coming to some consensus on the questions. The group of two then join with another group of two and repeats the process. The same process is repeated to make groups of four. Each group of four elects a leader who will share the groups' responses. This completes the buzz group part of the process.

Arrange empty chairs in a circle, one for each group, plus one extra chair. Have the group leaders take the chairs and the remaining group members arrange their chairs around the group leaders.

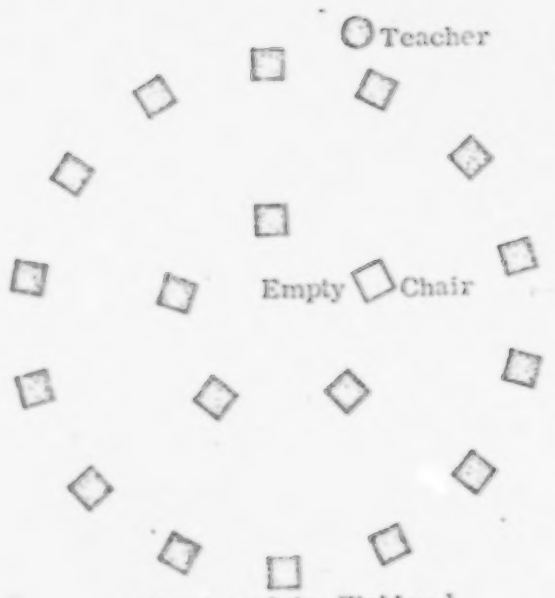


Diagram of the Fishbowl

Group leaders can begin to share the responses from their group. Sitting in the empty chair in the center circle is the only way the outer group can participate. If a member in the outer circle has a comment or question, he can take the empty chair, state his question or comment, then return to the outer circle.

Activity - (primary) I Wonder
Have participants individually volunteer I Wonder statements. Children and adults wonder about many things they don't have an opportunity to question.

Activity - (primary-intermediate) Draw a Behavior
Have participants fold a paper in three sections. Draw a form of behavior in the middle section. The cause in the first section, and the effect in the last.

Activity - (general) Love in the Classroom
Have participants think of an incident when they were elementary students where their teacher showed love in some manner.
Have participants think about ways they as teachers show love in the classroom.
Have participants think of additional ways that they might show love in the classroom.

Activity - (middle school) Frustration is
Have participants write endings to Frustration is.....

Activity - (middle school-high school) Newspaper
Participants work in pairs to find examples of constructive and non-constructive aggression in newspapers. Articles can be cut and pasted on a larger sheet of paper.

Activity - (general) Collage
Collages on needs, feelings, frustrations, and actions can be made from pictures in magazines.

Activity - (general) Open Ended Sentence Stems
Participants respond to sentence stems such as:
When entering a new group, I .....
I am hurt most easily .....
The most important things in my life are ....

Activity - (intermediate) Unfinished Stories
Student Book pp. 88

...ivity - (intermediate) Teacher Activity
Primary Teacher Manual pp. 86-87

...ivity - (intermediate) Word Hunt Activity
Intermediate Teacher Manual pp. 113
Intermediate Student Book pp. 45

...ivity - (intermediate) Story Starters
Intermediate Teacher Manual pp. 171
Intermediate Student Book pp. 81

...ivity - (high school) Book Chapter
High School Manual - Unit 1

...ivity - (high school) Board of Directors
High School Manual - Unit 2

...ivity - (high school) How I Am Seen
High School Manual - Unit 3

...ivity - (high school) Proud Statements
High School Manual - Unit 3

...ivity - (high school) Spam Box Statements
High School Manual - Unit 4

...ivity - (high school) Alligator River
High School Manual - Unit 4

...ivity - (high school) Feelings about Frustrations
High School Manual - Unit 4

...ivity - (middle school) SHSA
Middle School Manual pp. 30-31

Activity - (middle school) Next Time at 6:00
Middle School Manual pp. 111
Student Book pp. 54

Activity - (middle school) Struggle
Middle School Manual pp. 132
Student Book pp. 72-73

Activity - (middle school) Find the Hottest Words
Middle School Manual pp. 164
Student Book pp. 87

The activities listed represent possible choices for workshop small group activities. Films or 8mm loops represent good discussion starters for small group activities.

Suggested Workshop Agenda

First Day

Large Group - 45 minutes
Introductions - Workshop organization
Why use the curriculum
Levels of the curriculum
Definition of aggression
The causal approach to behavior
Instructions for small groups

Break - 15 minutes

Small Group - 60 minutes
Get acquainted exercises
Name tags
Introduce members
Sentence stems
Feeling activities

Lunch - 60 minutes

Large Group - 45 minutes
Overview of Units - Brief description of concepts and activities
Teacher Role
Questions

Break - 15 minutes

Small Group - 60 minutes
Selected Activities

* * * * * *

Second Day:

Large Group - 10 minutes
Questions
Directions

Small Group - 120 minutes
Selected small group activities
Explanation of curriculum

Lunch - 60 minutes

Large Group - 30 minutes
How can the curriculum be implemented?

Small Group - 60 minutes
Duties of the classroom teacher in implementation

Large Group - 10 minutes
Questions
Dismissal

APPENDIX L

PROJECT BROCHURE

HIGH SCHOOL
MIDDLE SCHOOL
ELEMENTARY
PROGRAM

A Curriculum to help Students understand the causes and consequences of behavior

PROGRAM

Vandalism
Violence
Student
Unrest

With the increase in student protest, vandalism, and violence, schools are looking at how well they help students develop skills to cope with frustration.

AN OHIO ESEA TITLE III PROJECT

In a project funded by the Ohio Department of Education, the Lakewood public schools and the Educational Research Council of America have developed curricula to meet the problems of frustration and aggression. The units help students to understand themselves and to learn the attitudes and behaviors that are necessary in order to channel aggressive energy into positive actions.

The curricula, which center on the causal approach to human behavior, help young people deal with:

How behavior develops
Available alternative actions for solving personal problems
The short- and long-range consequences of those alternatives

The positive approach to the study of behavior and aggression is appropriate for all students. The curricula, being flexible, can be adapted to students' needs in a variety of school settings.

ELEMENTARY

Dealing with Causes of Behavior, the elementary curriculum, is available in two editions – one for the primary grades (1-3) and one for the intermediate (4-5). The primary curriculum offers one book, a **Teacher Manual**, which contains units on Feelings, Needs, Actions, Frustration, Anger, and Harmful Actions. The intermediate offers two books – a **Teacher Manual** and a **Student Book**, both of which contain units on Behavior; Fears and Security; Friendship, Love, and Belonging; Self-Worth; Anger; Aggressive Behavior; Behavior toward People and Property; and Making Changes.

"Dealing With Causes of Behavior deserves particular attention because of its firm theoretical basis and the range of tested teaching activities incorporated in it."

Dr. Alexander Frazier
Professor of Early and
Middle Childhood Education
The Ohio State University

MIDDLE SCHOOL

Dealing with Aggresaive Behavior, the middle school-junior high curriculum, gives students the information and learning experiences they need to make constructive decisions when they are faced with situations that could lead to aggressive actions. The curriculum includes units on Behavior and Aggression, Youth in Confrontation, Vandalism, Protest, and Why Violence? Both the **Teacher Manual** and the **Student Book** are adaptable to the needs of inner-city, suburban, and rural students.

"Dealing With Aggressive Behavior seems well conceived. The things you ask the students to complete strike me as having high interest and involvement. I congratulate you on a break -through in the area of affective curriculum."

Dr. Sidney B. Simon
Professor of Humanistic Education
University of Massachusetts

HIGH SCHOOL

The New Model Me, the high school curriculum, aims to help students and teachers look at the underlying causes of behavior, to understand the consequences of behavior, and to select viable alternatives to nonconstructive behavior. The **Teacher Manual** and the **Student Book**, which are designed to promote high-level interaction among students, can be integrated easily into any subject area. There are units on Behavior, Controls, Real Self, Values, Response, and Change.

"The New Model Me represents a constructive response to contemporary personal and social needs that can no longer be ignored without serious consequences for young students and the world in which we all must live."

Dr. Marvin R. Koller
Professor of Sociology
and Anthropology
Kent State University

"The most important innovative outcome of this project is a curriculum, with related materials, for helping pupils from first grade through high school understand and deal with the causal factors in human behavior. It rates especially high on exportability. The basis of the rating is that these materials and activities are founded upon the basic needs of all human beings whether young or old. Further, they can be adopted for use elsewhere at relatively small cost in either dollars or staff time and effort."

U. S. Office of Education
Validation Team Report
February, 1973

For More Information

Title III Project
Lakewood Public Schools
1470 Warren Road
Lakewood, Ohio 44107
216/579-4267

OR

Psycaology Department
ERC
Rockefeller Building
Cleveland, Ohio 44113
216/696-8222

A Curriculum
To Help Students
Deal With
Frustration And
Aggression

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is now available from:

Order Department
Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113
216-696-0222

Grades 1-3	Teachers' Manual	Dealing With Causes of Behavior	. . .	$1.80
Grades 4-5	Teachers' Manual	Dealing With Causes of Behavior	. . .	$1.40
Grades 4-5	Student Book	Dealing With Causes of Behavior		$ .65
Middle School Junior High	Teachers' Manual	Dealing with Aggressive Behavior	. . .	$2.55
Middle School Junior High	Student Book	Dealing with Aggressive Behavior	. . .	$ .85
High School	Teachers' Manual	The New Model Me -	Now in Prototype edition. The final printed edition may be available in September 1973	
High School	Student Book	The New Model Me		

For more information about any level of the curriculum, contact:

Psychology Department
Educational Research Council of America
Rockefeller Building
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216-696-0222

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